

## Rights Respecting School Family Group Activities Summer Term 2022-23

Week	Lesson	Key Objectives	Lesson Title
Beginning:			
24.2.23	1 KS1	To know what the law is. To know how the law affects people. To know who makes the law.	The Big Legal Lesson
24.4.23	1 KS2	To know what the law is. To know how the law impacts on people's lives. To know who is responsible for making and changing the law. To use pupil voice.	The Big Legal Lesson
8.5.23	2 KS1 & KS2	To know that all children have the right to their own religion if they have one. To know some facts about major world religions. To understand what discrimination is.	Inter Faith
15.5.23	3	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.	Red Hand Day for Child Soldiers
5.6.23	4 KS1	To know that all children have the right to health care - Article 24. To know that all children have the same rights.	Outright 2 The right to health care.
	4 KS2	To explore the idea of how discrimination prevents people from being able to access healthcare and health systems and denies children their rights. To know that all children have the right to health care - Article 24. To know that all children have the same rights.	
19.6.23	5 KS1	To recognise examples of different relationships and family set ups. To understand the importance of June as Pride month to the LGBT+ community. To design a family of book characters.	Pride Month

	5  KS2	To develop a deeper understanding of the historical context for the establishment of Pride. To understand the importance of June as Pride month to the LGBT+ community. To demonstrate an understanding of how we can influence change in our community.	
3..7.23	6	To understand what an emergency is. To be able to consider causes and solutions. To know the importance of Article 28 - All children have the right to a good quality education.	Send My Friend to School: Education in Emergencies

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

# Lesson 1

## KS1: The Big Legal Lesson



### Key Objectives:

- To know what the law is.
- To know how the law affects people.
- To know who makes the law.

### Resources:

PPT with video, paper

**Note:** Pupils will watch a read-aloud version of the book 'What is the Law?', in which a hedgehog called Snippet finds out about the law.

### Activity:

- Slides 1-2: Introduce the Big Legal Lesson.
- Slide 3: Ask the children what they already know about the law - discuss.

### Chapter 1

Slide 4: introduce the class to Snippet and play Chapter 1 - Snippet finds out that the law is like a set of rules for everyone in the country to follow. **Pause the video at the end of the chapter 1.**

Partners to discuss one new thing they have learnt - that the law is for everyone. Challenge pupils to tell you who this might include e.g. does it include: ■ Their teachers? ■ The Head Teacher? ■ The Prime Minister? ■ Celebrities? Ensure that pupils understand that everyone has to obey the law.

### Chapter 2

Slide 5: play Chapter 2 - Snippet finds some examples of the law in our everyday lives. **Pause the video at the end of the chapter.** Further explore the scene in which Snippet buys a bucket of food from Nutty Buckets by asking pupils the questions on the slide. Explain to pupils that the law says how this problem should be solved. They can go back into the shop and get a new chocolate bar from the shopkeeper. Remind pupils that even if we don't realise it, the law is around us all the time.

### Chapter 3

Slide 6: play Chapter 3 - Snippet meets a lawyer and a judge who explain what they do in their jobs. **Pause the video at the end of the chapter.** Ask pupils if they can remember what Ms Doodles (the deer) does for a job. *Answer: She is a lawyer. She helps people with problems about the law.*

Remind pupils of the tasty treat example they discussed in the last chapter. Ask pupils to discuss:

**Q: Who might be able to help you if you didn't know what to do about your mouldy treat?**

Pupils are likely to list a lot of people (parents, sibling, friends, other trusted adults). Explain to them that Ms Doodles could have helped them by explaining what the law says they should do.

**Q: Where does Judge Hoop-lah work?** *Answer: She works in a court. You might tell the children where your nearest court is.* Explain to the pupils that a judge is a person who is in control of a court of law.

Part of their job is to make sure that the person taken to court is treated in a fair way. They also decide on what the sentence should be when someone is found guilty of breaking the law.

### Chapter 4

Slide 7: play Chapter 4 - Snippet finds out who makes our laws. The story then ends at a party Snippet has invited everyone to. **Pause the video at the end of the chapter.** ■ Tell the children where Members of Parliament work - next to Big Ben, in the Houses of Parliament. That's where all the most important laws are made. ■ Tell the children who their local Member of Parliament (MP) is - Dehenna Davison.

### The Big Legal Lesson Big Challenge!

Slides 8: Children to explain what a law is to an alien.

Slide 9: Children to think of a law they might introduce and why - **link these to children's rights.**

These should be presented for display. Please pass quality examples on to Mrs. Slattery after the lesson.

# Lesson 1

## KS2: The Big Legal Lesson



### Key Objectives:

- To know what the law is.
- To know how the law impacts on people's lives.
- To know who is responsible for making and changing the law.
- To use pupil voice.

### Resources:

PPT, statements (See below), small sheet of lined paper or plain paper and line guide

### Activity:

Slides 1-2: Introduce the Big Legal Lesson.

#### Activity 1 Slides 3-5:

Talk partners to discuss 3 rights they agreed to respect on the Class Charter. Why do we have a Class Charter? Explain that other schools have rules, but we respect our rights instead as we are a Gold Level RR School. Take in some feedback from pairs.

Slide 4: Discuss the 'rules' and children to give reasons why they are important - scribe responses. Discuss that respecting our rights helps to keep us safe.

#### Activity 2 Slides 6-9:

Discuss the questions on slide 6.

Slide 7: Explain why we have laws.

Slide 8: Children to describe laws they know.

Additional information about the laws on the slide:

The law	Fun fact
You must wear a seatbelt when in a car.	The law says you must wear a seatbelt if one is fitted in the seat you are sitting in; there are very few exceptions to this.  Drivers are responsible for ensuring any children are in an appropriate car seat for their height or weight. Children must remain in an appropriate car seat until they reach 135 centimetres tall or their 12th birthday, whichever is first.  Drivers can be fined up to £500 if a child under 14 isn't in the correct car seat or wearing a seatbelt.
You must be at least 13 years old to get a part-time job.	The youngest age a child can work part-time is 13, except children involved in areas like: television, theatre and modelling. Children working in these areas will need a special performance licence.

Slide 9: Read out the statements. Children should stand if they think the statement is **against the law**. Discuss.

## The Big Legal Lesson Big Challenge

Read through the statements in the table below (or make up some of your own). Challenge pupils to stand up if they think the statement is against the law in England and Wales.

Dropping litter on the pavement	Yes Under environmental law, you will commit an offence if you drop litter on land to which the public can have access. You could receive a fixed penalty notice and may need to pay a fine.
Getting your ears pierced when you are 7	No There is no age requirement to get your ears pierced in England and Wales. However, most shops would not allow you to do so if you are under 18 unless you have your parents' permission.
Getting married when you are 16	Yes Until quite recently you were able to get married at 16 in England and Wales if you had your parents' permission (you had to be 18 to get married without it). In February the law changed; you now need to be at least 18 to get married in England and Wales. You can get married in Scotland at 16.
Swearing in the playground	No This is probably against your school rules, but there are no laws about it.
Getting a tattoo on your 18th birthday	No It is against the law to tattoo a person who is under the age of 18, even if they give their consent, except when the tattoo is done for medical reasons by a medical practitioner. However, you are legally able to get a tattoo as soon as you turn 18.
Not going to school	It depends! The law says that you have to participate in some sort of education if you are between the ages of 5 and 18. However, that doesn't always have to be in a school. For example, your family might choose to home school. Legally you do need to be getting an education.
Not cleaning up your pet dog's poo when out on a walk	Yes Under environmental law you will commit an offence if you leave dog poo on land to which the public can have access. You could receive a fixed penalty notice, and may be required to pay a fine.
Crossing the road when the red man is showing	No Whilst it isn't very safe, in England and Wales this isn't actually against the law. It is against the law in some places like Germany and certain states in America. However, you could be breaking the law if you intentionally cause danger to other road-users.

### Activity 3: Slides 10-14 Who makes the law?

Using the slides, explain who makes the law in our country.

## Activity 3: Additional information on roles

Role	Can they make and change the law?
The police	No The police are responsible for maintaining public order and safety. They enforce the law, preventing and investigating criminal activities. They have no direct involvement in making or changing the law.
A judge	No It is not a judge's role to make the law but rather to uphold it.
A lawyer	No. Lawyers are there to advise on the law; they cannot make or change it.
The king	Sort of, but not really! The final stage of getting any law created or changed is called 'Royal Assent'. In practice, this is a formality and the monarch always grants Royal Assent. The last time a monarch refused was in 1707. The King is not able to introduce new laws.
MPs	Yes (but not on their own). At a general election citizens vote for an MP to represent them in parliament. A total of 650 MPs are voted in and they all sit in a special chamber called the House of Commons. Part of an MP's job is to debate and vote on laws in the House of Commons. In order for a new law to pass, 50% or more of MPs have to have voted for it.
The prime minister	Yes (but not on their own). The prime minister is the leader of the government, the group of people who have been elected to run the country. The government can propose new laws and suggest changes to laws; however, these have to be voted and agreed on in parliament.
Citizens	Whilst citizens do not have any direct power to change the law, they can influence it. For example, by: <ul style="list-style-type: none"> <li>■ Contacting their MP/local council representatives to express their views on matters they think are important;</li> <li>■ Petitioning the government;</li> <li>■ Campaigning for causes they believe are important;</li> <li>■ Taking part in peaceful protests.</li> </ul>
A lord or baroness	Otherwise known as peers, these people form the second chamber of parliament – the House of Lords.  They are appointed by the king on the advice of the prime minister because they are expert in their field (e.g. education, music, science, sport). Their job is to check and challenge the government. As part of this they discuss and debate any proposed changes to the law. The House of Lords cannot prevent bills passing into law, except in very limited circumstances, but they can delay bills and force the House of Commons to reconsider their decisions.

### Activity 4: Slide 15 - The Big Legal Lesson Big Challenge

Children to think of a law they might introduce and why - **link these to children's rights**.

They should include 3 actions they would take in order to get their law passed through Parliament.

These should be presented for display. Please pass quality examples on to Mrs. Slattery after the lesson.

## Lesson 2

### Inter Faith



#### Key Objectives:

- To know that all children have the right to follow their own religion if they have one.
- To know some facts about major world religions.
- To understand what discrimination is.

#### Resources:

PPT with video, circles

#### Activity:

Slide 3: Introduce Inter Faith. Ask the children to talk to their partner about what they think Inter Faith is.

Slide 5: Which faiths do you think are in our local community, Shildon? Ask the children to discuss this with their partner.

Slide 6 & 7: Facts about Sikhism and Buddhism. Do the children know any other facts?

Slide 8: Video link to learn facts about Islam.

Slide 9: Facts about Hinduism.

Slide 10: Video link to learn facts about Judaism.

Slide 11: Facts about Christianity.

Slide 12: Discuss - Is it ok to not have a religion? [KS2 Watch video link.](#)

Slide 13: Discrimination

**Slide 14: Reflection. What did you find out about today? Discussion time.**

#### Activity:

Think about what respect between religions means.

Think about what is significant in each religion or belief and how they share some ideas and values.

Design a logo that reflects the different faiths in our local area in a respectful and creative way.

Don't just copy the symbols, show **your** vision of all our local religions.

**Use your best presentation for a whole school display. Please pass logos on to Mrs. Hewitson.**

## Lesson 3



### 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:

Dependent on the method of presentation.

PPT

#### 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.

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

Discuss article 36 and 38.

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.

In groups the children should discuss and write messages to the government to encourage them to do something to stop children being used as soldiers. Please be as creative as possible - photographs of collective artwork can be sent to the MP.

After assembly give all of the hands to Mrs. Slattery and they will be displayed/sent to Mrs. Davison our local MP.

## Outright 2: The right to health care.

### Key objectives

To know that all children have the right to health care - Article 24.

To know that all children have the same rights.

### Materials:

PPT / A5 piece of card to fold to make a small card

### Activity:

Slides 1-4: Remind children what campaigning is and about previous Outright campaigns.

Reinforce Article 12 - All children have the right to an opinion and to be heard.

Slide 5: Share LOs.

Slide 6: What is health? - Health is "a state of complete physical, mental, and social wellbeing and not merely the absence of disease" according to the World Health Organization (WHO)

Slide 7: What is a health system? - Health systems are made up of the people, organisations and resources that look after everyone's health.

- Doctors, midwives, dentists, community health workers, psychiatrists and occupational therapists.

- The places they work, like hospitals, clinics, GP surgeries and more.

- The equipment they use, and the medicines they prescribe for us.

These are all part of health systems.

As well as all this, campaigns (using things like posters, leaflets and TV ads) are important too. They encourage us to make healthy lifestyle choices, give us information we can trust about healthcare services and how to seek help when we need it.

Slide 8: Some key words when discussing health and health systems.

Slide 9: Watch the video and discuss Paddington's letter.

Slides 10-13: Discuss the related rights of the child and how they apply to ALL children.

Slide 14: Create a card to tell someone that they're important and that they belong. They can create this card for themselves, for a friend, or even for Paddington. Sharing their feelings is a good way to care for their mental health, which is a part of their overall wellbeing.

Slide 15: Ask: How do you think health systems could change, or be stronger, to make sure everyone gets the care they need?

Slide 16: Consider the difference between equality and equity.

## Lesson 4 **KS2**



### Outright 2: The right to health care.

#### Key objectives

To explore the idea of how discrimination prevents people from being able to access healthcare and health systems and denies children their rights.

To know that all children have the right to health care - Article 24.

To know that all children have the same rights.

#### Materials:

PPT / scenarios for role play / pack of coloured cards

#### Activity:

Slides 1-4: Remind children what campaigning is and about previous Outright campaigns.

Reinforce Article 12 - All children have the right to an opinion and to be heard.

Slide 5: Share LOs.

Slide 6: Watch the video and consider that Article 24 applies to ALL children.

Slide 7: Watch the video and discuss Paddington's letter.

Slides 8-9: Discuss the related rights of the child and how they apply to ALL children.

Slide 10-11: Discuss the barriers to **all** children accessing their right to health and medical care. Define 'discrimination'. Discuss.

Slide 12: Begin role play.

- Define what the coloured cards mean - **you must use the 3 white cards.**
- Randomly hand each child one of the prepared colour cards.
- Invite the 3 children who have received the white cards to stand off to the side.
- Explain to the group that the 3 children with the blank cards will be playing the role of the health workers. All the other children must follow the instructions of these health workers based on the colour of the card that they hold.
- Read aloud the narrative of the role play from the resources. Throughout the role play, each child will receive treatment based on the colour of their card rather than on their health need.
- Invite groups with the same colour card to sit together afterwards and discuss how it felt to be treated a certain way because of the colour card they were given (or to treat others this way).

How did it feel when one group, who didn't need the care as much, received treatment, when those who needed the care were turned away only because of their card colour? What were some of these reasons why some of the children faced discrimination?

Slide 13: Discuss the role play and the discrimination. Ask the key Qs.

Slide 14: Ask: How do you think health systems could change, or be stronger, to make sure everyone gets the care they need?

Slides 15-16: Consider the difference between equality and equity.

## Lesson 5 Pride Month.



### Key Objectives

#### KS1:

- To recognise examples of different relationships and family set ups.
- To understand the importance of June as Pride month to the LGBT+ community.
- To design a family of book characters.

#### KS2:

- To develop a deeper understanding of the historical context for the establishment of Pride.
- To understand the importance of June as Pride month to the LGBT+ community.
- To demonstrate an understanding of how we can influence change in our community.

Article 2 - all children have the right to be protected from discrimination.

Article 8 - all children have the right to a family.

Article 13 - all children have the right to have information.

Article 28 - all children have the right to learn.

### Materials:

PPT

### Activity:

**KS1:** Work through the provided PPT.

S2: Remind the children about the **PRIDE in Inclusion Award** - we have achieved Gold status.

S3: Discuss the many different family set ups. **Do children recognise their own family here?**

S4: **Ensure children's understanding of the relevant terminology.**

S9: Watch the video with Jodie Lancet-Grant and her daughters. Following this - reflect with the children on what their family looks like (she started writing *Pirate Mums* as she could not find any stories that reflected their family).

S10: Remind children about the different stories they have read together from the Equality and Diversity book box. Discuss the different examples of families they have seen.

Children to work in a group to design their own book character family.

**KS2:** Work through the provided PPT.

S2: Remind the children about the **PRIDE in Inclusion Award** - we have achieved Gold status.

S3: Remind children of the terminology.

S5: Watch the video with the children.

There are some parts of the world where not everyone has equal rights. Part of the reason we celebrate Pride is to raise awareness of those who are not able to live the lives they may want to.

Jodie Lancet-Grant wrote books to address this inequality.

Can you think of any other ways - how can we support change and address inequality when we come across it?

Children to receive a post it each. On this, to write a sentence / paragraph with an idea to address inequality.

#### KS1 and KS2:

Ensure the children understand that Pride month is all about celebrating and recognising the LGBT+ community. **Please share good examples of work with Mrs. Beck or Mrs. Finkle.**

## Lesson 6

### Send My Friend to School: Education in Emergencies



#### Key Objectives

To understand what an emergency is.

To be able to consider causes and solutions.

To know the importance of Article 28 - All children have the right to a good quality education.

#### Materials:

PPT, Opinion Line statements, pink and green post-its and paper to stick/glue them to.

#### Activity:

S1-4: Share the purpose of the lesson. Revise the Global Goals for Sustainable Development - refer to the copy that is on the classroom wall. Pay particular attention to Global Goal 4. Share objectives.

S5-7: What is an emergency? Discuss the key words. Can the children think of other emergencies? You are trying to establish that emergencies are very serious, complex and with far reaching consequences for the people that live through them. Discuss what isn't an emergency, e.g. having a broken washing machine or a broken down car. These can have serious consequences but are not really emergencies.

#### S8: Opinion Line:



These instructions explain how to run an Opinion Line activity for Education in Emergencies.

#### What is it?

This is a simple way of encouraging learners to think through their position on a number of views about an issue, in this case how they would define an education emergency. It is way to explore complex issues and diverse viewpoints

#### Classroom set-up

The activity requires space for a continuous line (real or imagined) from one side of the classroom to another. Learners will stand on different positions along the line depending on their opinions.

#### How is it done?

These guidelines should enable everyone to take part in a calm way.

- Introduce the first statement that you want the learners to consider. For example, 'The school heating system breaks down in winter'. The alternatives opinions are 'Strongly Agree' this is an emergency or 'Strongly Disagree' this is not an emergency, and all the in-between positions along the line. Explain everyone's view will fall somewhere along the line, and there are not necessarily any right or wrong answers.
- The next page suggests a list of statements for learners to consider. Amend these as you see fit. Their purpose is to show that schools and children everywhere experience setbacks, but 'emergencies' are much more severe and far-ranging. A 'complex emergency' is when a number of emergencies occur at the same time to greatly increase their impact upon education and children's lives.
- Work through the statements one by one with the learners changing their position on the line depending on their views. Ask volunteers to explain their reasons for standing where they have chosen and provide the rest of the group with the opportunity to reflect and change position if they wish.
- Alternatively ask one learner at a time to come up to the line and decide where to stand in response to a single statement.
- When you have finished, debrief the learners. The aim is to reach a shared opinion about the definition of a 'complex emergency'. In other words, what are the events which almost everyone agrees are emergencies? How are they different to the setbacks that schools and children may experience from time to time but which are less likely to be emergencies? What would the impact be if several of these emergencies occurred in the same place at the same time? Finally what do the learners believe the solutions may be?

Use these statements:

1. I don't do my homework and get into trouble.

4. Lots of teachers leave my school and we have different supply teachers until Christmas.

8. There is a very bad storm. I've heard it's something to do with climate change. The schools and many of the houses in my area are swept away.

10. After a long journey fleeing from armed men my family has arrived in a refugee camp. There are thousands of children here but no school.

2. The school heating breaks down and children are sent home early on a Friday afternoon. We're told to come back on Monday.

S9-10: Discuss what a solution is and how preparing, protecting, investing and acting can all help to reduce the impact of emergencies.

S11-19: read and discuss the case studies. Ask the questions to check children's understanding.

S20: Consider how a 'cause' has an impact on the present. What would the children like to see in the future?

S21: Children to write a cause on a pink post-it and a solution on a green post-it. They could do a number of these. Please present these well for a possible display. Glue the post-its to paper side by side.

S22: Some Y5 children to write a letter to Dehenna Davison MP regarding their thoughts about education in emergencies and the importance of a child's right to an education.

S23-24: Recap the lesson.

Please pass on the post-its and letters to Mrs. Slattery for display and to send to our MP.