

## Rights Respecting School Family Group Activities Autumn Term 2023-24

Date	Lesson	Key Objectives	Lesson Title
15.9.23	1	To familiarise members of each Family Group with each other. To create a Family Group Agreement for each meeting. To create a Family Group display/poster representing each member of the group. To discuss why we have met as a group.	Welcome to your Family Group! Our Family Group Agreement
22.9.23	2	To understand that all children have the right to special care and support if they are disabled. To know that ALL children have the same rights. To be able to say thank you! (Jeans for Genes)	To say thank you!
6.10.23	3	To understand the importance of wellbeing and good mental health and how talking and listening can help with this. To know what to do when we are struggling with our feelings. To look at ways to develop our listening skills.	How can we improve our wellbeing and mental health?
20.10.23	4	To understand the importance of October as UK Black History Month. To be able to explain why we celebrate 'Wear Red' day in school. To discuss a Black or mixed heritage British woman who inspires us.	Black History Month 2023 Wear Red Day
10.11.23	5	To understand the importance of speaking out and staying safe. To know about the kinds of worries that children can have. To understand that abuse is never their fault and that they have a right to be safe. To know that children can speak to someone they know and trust if they're worried about something.	Speak Out. Stay Safe.
17.11.23	6	To be able to define bullying. To recognise the difference between banter and bullying. To explore ways that we can make a noise about bullying in our school. To ensure children know how to get help if they are being bullied.	Anti-Bullying Week Children in Need
24.11.23	7	To know that all children have the right to be safe (Article 19). To raise awareness of the dangers of speeding.	Road Safety Let's Think About Speed

8.12.23	8	To know about Christmas Jumper Day and how the money raised can help children to access their rights.	Christmas Jumper Day
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## 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 relating to 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>

### Welcome to your Family Group! Our Family Group Agreement.

#### Key Objectives:

- To familiarise members of each Family Group with each other.
- To create a Family Group Agreement for each meeting.
- To create a Family Group display/poster representing each member of the group.
- To discuss why we have met as a group.

#### Resources:

A6 pieces of plain paper - these could be shaped to represent your animal.

#### Activity:

Children to sit in a circle, if possible, or so that everyone can see each other.  
Welcome all children to their Family Group and introduce new members. Why have we joined together today?  
Why do you think we are together with people from different classes (your 'family' in school)?  
Consolidate with the children that our school is a Gold Rights Respecting School, and that we are going to continue to meet in our groups regularly to discuss children's rights in our school, our community and all over the world. We will learn more about children's rights, discuss how we will respect them and think about how we can help other children get their rights.

Remind children of the different Family Groups in school.

Explain the reward voucher system for rights respecting behaviour - children to be awarded rights respecting cards for respecting rights. They should collect these in their Family Group 'packet' in the classroom and then bring them to Family Groups when they meet. The total number of cards for each group should be written on a post-it and put on the shelf at the front of the hall before assembly so that the group with the highest total can be rewarded.

Create a Family Group Charter, e.g.:

In our Rabbits Group we are going to...

- **respect** and praise each other.
- listen carefully to the speaker.
- be kind, caring and polite.
- work as a team and get involved.
- play together and have fun.

On the A6 paper children should draw themselves for the Family Group display.

Play Hedgehogs: All children to slowly walk around the carpet area with their eyes closed. You say 'Hedgehogs' and they all curl down into a ball with their eyes closed. Cover one child with a large cloth (table cloth/blanket etc). Then the group have to try to guess who it is.

## Lesson 2

### To say thank you!



#### Key Objectives:

To understand that all children have the right to special care and support if they are disabled.

To know that ALL children have the same rights.

To be able say thank you for Jeans for Genes donations.

#### Resources:

Blue paper

Collage materials, felt pens etc.

Scissors

#### Activity:

Remind children of Jeans for Genes Day and the reasons why we were raising money.

Remind the children of **Article 23: All children have the right to special care and support if they are disabled.**

Explain that jeans can come in all different shapes, sizes and shades of blue! Explain what genes are.

Consider some of the difficulties that disabled children face. Create 'jeans shaped' thank you cards to each other. Write messages to thank each other for supporting Article 23. Think about what else we could do to help.

Share the cards with each other.

Be creative!

Please send two good examples to Mrs. Slattery.

## Lesson 3

How can we improve our wellbeing and mental health?



### Key Objectives:

To understand the importance of wellbeing and good mental health and how talking and listening can help with this.

To know what to do when we are struggling with our feelings.

To look at ways to develop our listening skills.

### Resources:

Plain and lined paper, pencils etc.

Post its

### Activity:

Discuss what mental health is and how our wellbeing needs to be good in order for us to be happy.

Do the icebreaker - writing down something on a post it about mental health.

Work through the PowerPoint then watch the video.

After the video focus on the part about how we can become better listeners. What tips does it give us to become good or better listeners?

Write or draw how to be a good listener.

## Lesson 4

### Black History Month - Wear Red Day

#### Key Objectives:

- To understand the importance of October as UK Black History Month.
- To be able to explain why we celebrate 'Wear Red' day in school.
- To discuss a Black or mixed heritage British woman who inspires us.

#### Resources:

- PPT
- Plain paper
- Colouring pens/pencils

#### Activity:

- Remind children about October being UK Black History Month and why it is celebrated.
- Discuss what it means to be Black and British.

Link this to Wear Red Day 2023 and what the definition of Racism is.

Explain this year's theme is 'Celebrating Our Sisters' - focussing on Black and Mixed Heritage British women throughout history. We will be discussing their achievements. Work through example figures from history and modern day - do any of the children know who they are? (Descriptions of each available in notes section of PPT if needed).

Time to reflect - encourage children to think of a woman of Black or Mixed Heritage and reflect on why they are inspirational. Children could create a poster of this person in a small group - draw a picture and record bullet points of facts.

Please give the two best examples from your group to Mrs. Beck.

## Lesson 5

### Speak Out. Stay Safe (NSPCC)



#### Key Objectives.

To understand the importance of speaking out and staying safe.

To know about the kinds of worries that children can have.

To understand that abuse is never their fault and that they have a right to be safe.

To know that children can speak to someone they know and trust if they're worried about something.

#### Resources:

Y1-3 PPT, Y4-6 PPT

#### Y1-6 -Introduction

Remind children about Article 12: All children have the right to be listened to and taken seriously, and Article 19: All children have a right to be safe. Watch the celebrity introduction where children are introduced to Buddy and the presenters from the NSPCC.

#### Y1-6 -

Slides 1-2: Explain information about the NSPCC (National Society for the Prevention of Cruelty to Children).

Slide 3: Explain that the NSPCC has a service called Childline.

Slide 4: Introduce Speak Out. Stay Safe.

Slides 5-9: Focus on children's rights.

#### Children's Rights

The presenters detail the right of every child to:

- Speak out and be heard;
- Be safe;
- Get help when they need it.

#### Y1-3

Listen to Sam's Story. This introduces the different forms of abuse in an age-appropriate way. Reinforce Buddy's message that these things are **NOT ok**. Watch the remainder of Sam's story which outlines who she talked to and what happened next.

Talk to the children about 'trusted grown-ups' that they could speak to in and out of school if they ever feel worried or sad. Talk about Childline and that this is a service just for children.

Recap the key messages encouraging children to talk to a trusted grown-up or Childline and to keep speaking out until something changes.

#### Y4-6

**Sack of worries activity:** Children are shown an empty sack and different worries are mentioned that may make a child feel sad, worried or unsafe. For each worry a brick is put in the sack. The activity is used to introduce the definitions of abuse. Abuse is **NEVER ok**. Talk to the children about 'trusted grown-ups' that they could speak to in and out of school if they ever feel worried or sad. This would 'lighten the load'. Talk about Childline and that this is a service just for

children.

### **Keep speaking out and Childline**

Children are encouraged to keep speaking out to a trusted adult if they're scared or worried about anything. They can also talk to Childline too. The key Childline messages are:

- No problem is too big or small.
- What a child says to Childline stays with Childline - unless we are really worried or concerned about them.
- It's free to call.
- The call won't show up on any bill.
- Children have the choice whether or not to give their name.

Watch the short film about Childline and the animation - Ali's Story.

**Y1-6** - Practice saying, altogether in quiet whispers, normal classroom voices and best, loudest voices: ***"I/You/We have the right... to speak out and stay safe". Ready? One, two, three...***  
***"I have the right to speak out and stay safe."***



## Lesson 6

### Anti-Bullying Week – Children in Need



#### Key Objectives

- To be able to define bullying.
- To recognise the difference between banter and bullying.
- To explore ways that we can make a noise about bullying in our school.
- To ensure children know how to get help if they are being bullied.

CRC Article 19: All children have the right to be protected from being hurt and mistreated, in body or mind.

CRC Article 31: All children have the right to play and rest.

CRC Article 15: All children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others.

CRC Article 17: All children have the right to get information that is important to their well-being.

#### Resources:

PPT

Speech bubbles (1 per child - KS2 children suggestion)

Sock Template (1 pair per child KS1)

Colouring pens/pencils

Check the PPT before the lesson and ensure the links work - if not try opening them in edge.

#### Activity:

Remind children about being a Gold Rights Respecting School and a Gold Award Anti-Bullying School. Link this to Anti Bullying week 2023 and Children in Need.

#### Work through the PPT

Slides 1-4 - Children in Need and why we are wearing spotty clothes.

Slides 5-6 Andy and the Odd Socks - play the song and sing along. Discuss the message of the song briefly. (if you click CC the subtitles will come on and you can sing along)

Slides 7- Anti- Bullying Slides

Definition and videos Slide 10 - 'Be like Jo-Jo' miss out if short on time, or only watch short amount (theme is what a group can achieve together)

Banter or Bullying? Read through slides and take questions.

Slide 17 - Make a Noise - talk about the impact between one voice and many voices.

Slide 19 - Signpost children to where and from whom they can get support.

Slide 21 - Anti-Bullying Ambassadors. Ask child to explain why they are wearing the red jackets.

#### Task -

KS1 - Design your own Odd Socks

KS2 - Make a Noise - Be an ally and write a message to show how you can support someone who feels they are being bullied. Think about how you can help them feel better and get help.

Please give a selection of your best examples from your group to Mrs. Finkle.

## Lesson 7



### Road Safety Week - Let's Talk About Speed

#### Key Objectives:

- To know that all children have the right to be safe (Article 19).
- To raise awareness of the dangers of speeding.

#### Resources:

PowerPoint/ postcard sheets/ pencils.

#### Activity:

Slide 1- This week we are taking part in Road Safety Week. We're going to be talking about road safety all week and this is important because we all use roads and it is important to talk about what we need to make sure our journeys are safe.

Slide 2- The theme is Let's Talk About Speed! Every day children are hurt on roads, and some children die because they are hurt so badly. We want to be able to make safe and healthy journeys whoever we are, and however we travel. We don't want anyone to get hurt on roads. So, we're going to be talking about speed and why fast traffic is dangerous. We're going to talk about safe places where we can walk and cycle and cross roads. We're going to talk about the different people we share our roads with, and how we can all use roads safely to protect ourselves and each other.

Slide 3- When is speed a good thing? Ask the children for examples of when it's a good thing to be fast. Suggestions could include, running fast when you want to win a race. Getting something to eat quickly when you're feeling really hungry. Sometimes speed can be very dangerous. This is especially true when traffic moves too fast on roads.

Slide 4- Talk about why fast traffic is dangerous. Most of the time, people move about without being hurt by traffic. But sometimes traffic hurts people. Sometimes traffic moves too fast. It's difficult for us to see it coming and we don't have time to get out of its way. Traffic is heavy and made of metal and if it hits us when we are walking or wheeling (riding a bike, scooting, in a wheelchair) it can hurt us very badly. If a car hits another car, it can hurt the people inside the cars. It isn't a nice fact to think about people getting killed or hurt in road crashes. One reason that people get hurt on roads is because cars and other vehicles often travel too fast.

Slide 5- Ask children to think about an elephant. Ask the children for ideas about what they might call this animal. Remember- traffic is heavy and hard. If it hits us, it can hurt us very badly. Our bodies are soft and get hurt easily. Big vehicles and fast traffic can cause the most harm.

Slide 6- Speed Matters video.

Slide 7- How safe do you feel near our school roads? Talk to the children about the traffic around school. Do they think it travels fast? Do they feel safe walking or cycling near school/where they live? Does fast traffic make them feel frightened or worried? Is the traffic noisy, or smelly? Does it make it dangerous for people to walk and cycle?

Slide 8- What do we need to help us make safe and healthy journeys to school? Ask the children for suggestions about what they need to make safe and healthy journeys. Encourage them to think about how the speed of traffic affects their journeys and about how streets that are designed for people instead of traffic might look. Suggestions might include speed bumps and chicanes, or cars using the one-way traffic system.

Slide 9- Children to colour their postcard and spread the Road Safety message at home. Remember to include Article 19: All children have the right to be safe.

Slide 10- Say to younger children that they should always hold hands with a grown-up when walking near roads. They should use safe footpaths away from traffic and always cross roads at safe places with a grown up. When riding their bikes, they should ride their bike with a grown up on a safe path away from traffic and wear a helmet to protect their head if they fall off. They should always sit in a special car seat to protect them when travelling by car. Remind older children that we all share a responsibility to use roads safely, and this includes people who walk, scoot and ride, as well as people who drive. Say that they shouldn't use their phone when walking near roads/crossing roads and they should play in safe places away from traffic. Children can talk to their parents or carers and remind them to drive at safe speeds, especially in areas where people live, work and play; to never use their phone while driving; and to always wear a seat belt.

## Lesson 8

### Christmas Jumper Day



#### Key Objectives

To know about Christmas Jumper Day and how the money raised can help children to access their rights.

#### Resources:

PPT

paper

Pens / pencils

#### Activity:

Share the lesson Power Point about Christmas Jumper Day. Discuss the rights that the children are not accessing and how the money raised during Christmas Jumper Day can help children to access their rights.

Share PowerPoint slides that explore Viktoriya and her story as well as the fantastic efforts of Parker the dog. Ensure you encourage the children to think about what makes Parker different from a dog children might have as a pet, and why Save the Children introduced Viktoriya to Parker. Encourage children to talk in pairs about the difference between a typical pet dog and Parker. Why is Parker special? Why does Viktoriya need Parker?

#### Task:

Design matching Christmas jumpers for Viktoriya and Parker. Children could write sentences next to their jumper designs to explain what they would like the school donation to be spent on in order to help children to access their rights.

#### Plenary

Recap the main points of the lesson and remind children that by wearing their Christmas jumpers they have helped other children around the world to have their rights.