

Rights Respecting School Family Group Activities Spring Term 2023-24

Date	Lesson	Key Objectives	Lesson Title
12.01.24	1	<p>To discuss and share our hopes and aspirations for the future.</p> <p>To look at ways to develop our listening skills.</p> <p>To think about ways in which we can be the best that we can be and make a difference.</p> <p>To set some of our own resolutions and order them.</p>	<p>CRC Article 29: All children have the right to be the best they can be.</p>
19.01.24	2	<p>To discuss and share how families can be different.</p> <p>To know that all children have the right to a family.</p> <p>To know that we are all global neighbours.</p> <p>To look at ways to develop our listening skills.</p>	<p>CRC Article 9: All children have the right to a family.</p>
02.02.24	3	<p>To know what a charity is.</p> <p>To understand how the NSPCC can help.</p> <p>To understand and learn the PANTS rules to help stay safe.</p> <p>To know the difference between appropriate and inappropriate touch.</p>	<p>NSPCC Number Day: CRC Article 16: All children have the right to privacy. CRC Article 19: All children have the right to be safe. CRC Article 28: All children have the right to an education.</p>
09.02.24	4	<p>To understand what mental health is.</p> <p>To know who I can connect to, when needed.</p> <p>To understand my own feelings and emotions and how these affect my health.</p> <p>To create a toolkit that might help our own mental health.</p>	<p>Children's Mental Health Week 2024: CRC Article 12: All children have the right to be heard. CRC Article 13: All children have the right to information. CRC Article 19: All children have the right to be safe.</p>

16.02.24	5	<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>	<p>Red Hand Day for Child Soldiers</p> <p>CRC Article 19: All children have the right to be safe.</p> <p>CRC Article 36: All children should be protected from doing things that harm them.</p> <p>CRC Article 38: All children have the right to be protected from war and conflict.</p>
01.03.24	6	<p>To know what the letters LGBT+ stand for.</p> <p>To know about LGBT+ History Month and how it is celebrated.</p> <p>To be able to explain why we need an LGBT+ History Month.</p> <p>To look at ways to develop our listening skills in a respectful way.</p>	<p>LGBT+ History Month</p> <p>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.</p> <p>CRC Article 17: All children have the right to reliable information that is important to your well-being.</p> <p>CRC Article 19: All children have the right to be safe.</p>
22.03.24	7	<p>To know what the law is.</p> <p>To know how the law impacts your life.</p> <p>To know who is responsible for making and changing the law.</p> <p>To explain what new laws we would like to see using our pupil voice.</p>	<p>The Big Legal Lesson 2024</p> <p>CRC Article 19: All children have the right to be safe.</p>

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, respect, rights); • recognise issues relating to 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



**CRC Article 29: All children have the right to be the best they can be.
How do you show the best that you can be? What resolutions might you set?**

Key Objectives:

To discuss and share our hopes and aspirations for the future.

To look at ways to develop our listening skills.

To think about ways in which we can be the best that we can be and make a difference.

To set some of our own resolutions and order them.

Resources:

12.01.24 PPT

Post-it notes (if you would like to use for Slide 9 activity) or master templates available of the diamond 9 ranking activity which can be printed.

Work through PPT:

Remind children about being a Gold Rights Respecting School and the charters at Timothy Hackworth. Link this to the start of a new year and the tradition that some people may have of setting resolutions.

Link to CRC Article 29: All children have the right to be the best that they can be.

Link to The Timothy Hackworth child.

Work through the PPT and discuss. Slides 1-8.

Task/activity:

Slide 9: In mixed groups, children to reflect and discuss potential resolutions they may like to set themselves. This can be discussed and then recorded on the diamond 9 template or by using post-it notes to create a diamond 9.

Encourage resolutions which positively impact and make a difference to a number of parties (individuals, family, friends, school, local community, our world)

Plenary/reflection:

Slides 10 and 11

*Please send two good examples of the resolutions/diamond 9 activity to Mrs. Simpson-May. Thank you! 😊

Lesson 2

CRC Article 9: All children have the right to a family.



Key Objectives:

- To know that all children have the right to a family.
- To discuss and share how families can be different.
- To know that we are all global neighbours.
- To look at ways to develop our listening skills.

Resources:

- 19.01.24 PPT
- Paper for handprints
- Pencils, coloured pencils, felt tips, scissors

Work through PPT:

- Remind children about being a Gold Rights Respecting School and share the LOs for the Family Group today.
- Link to *CRC Article 9: All children have the right to a family*. Link also to made to everyone being global neighbours.
- Work through the PPT and discuss. Slides 1-14. Continue to share the message throughout the Family Group that all families are different and special. Discuss examples of different family units.

Task/activity:

- Slide 15: Children to reflect on their own individual family unit and create a handprint to share values and experiences.

Plenary/reflection:

- Slides 16 and 17

*Please send two good examples of the handprints activity to Mrs. Simpson-May. Thank you! 😊

Lesson 3

CRC Article 19: All children have the right to be safe. (NSPCC)



Key Objectives:

- To know what a charity is.
- To understand how the NSPCC can help.
- To understand and learn the PANTS rules to help stay safe.
- To know the difference between appropriate and inappropriate touch.

Resources:

- 02.02.24 PPT
- PANTS templates
- Pencils, coloured pencils, felt tips

Work through PPT:

- Remind children about being a Gold Rights Respecting School and share the LOs for the Family Group today. Focus to refer to NSPCC Number Day throughout the lesson.
- Link to CRC Article 16: All children have the right to privacy.
- CRC Article 19: All children have the right to be safe.

Work through the PPT and discuss. Slides 1-18.

Children learn who the NSPCC are and what it stands for:

National - The NSPCC works all over the country

Society - a group of people who have come together

Prevention - another word for stop.

Cruelty - being mean, nasty or horrible.

Children - ask the pupils what age do you stop being a child? The answer is 18

Task/activity:

Slide 19: Children to design a pair of pants in a fashion of their choice.

Come back together and see how well we can remember the PANTS rules.

Children to write these on the back of their pants:

1. Privates are private
2. Always remember your body belongs to you
3. No means no
4. Talk about secrets that upset you
5. Speak up, someone can help.

Plenary/reflection:

Slides 20 - 22:

- PANTS rule
- Story: My Underpants Rule

*Please send two good examples of the PANTS activity to Mrs. Seal.

Thank you! 😊

Lesson 4



Children's Mental Health Week:

CRC Article 12: All children have the right to be heard. (express views)

CRC Article 13: All children have the right to information.

CRC Article 19: All children have the right to be safe.

Key Objectives:

To understand what mental health is.

To know who I can connect to, when needed.

To understand my own feelings and emotions and how these affect my health.

To create a toolkit that might help our own mental health.

Resources:

09.02.24 PPT

Toolkit image

Pencils, coloured pencils, felt tips, scissors

Work through PPT:

Remind children about being a Gold Rights Respecting School and share the LOs for the Family Group today. Focus to refer to Children's Mental Health Week 2024 throughout the lesson.

Link to CRC Article 12: All children have the right to be heard and to say what they think (express views).

CRC Article 13: All children have the right to information.

CRC Article 19: All children have the right to be safe.

Work through the PPT and discuss. Slides 1-9.

Task/activity:

Slide 10: Create your own mental health toolbox

Plenary/reflection:

The Zones of Regulation

*Please send two good examples of the toolkit activity to Mrs. Kozlowski.

Thank you! 😊

Lesson 5

Teaching Rights: Red Hand Day for Child Soldiers



CRC Article 19:

All children have the right to be safe.

CRC Article 36:

All children should be protected from doing things that harm them.

CRC Article 38:

All children have the right to be protected from war and conflict.

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.

Resources:

PPT

Strips of paper

Hand templates or paper to create own

Petition template for children to sign

Work through PPT:

Remind children about being a Gold Rights Respecting School and share the LOs for the Family Group today. Focus to refer to Red Hand for Child Soldiers Day 2024 throughout the lesson.

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.

Work through the PPT and discuss the information about child soldiers and their suffering. Slides 1-20. Quiz questions to support discussion.

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.

Please send examples to Mrs Simpson-May. A selection will be displayed/sent to Mrs. Davison, our local MP.

Lesson 6

LGBT+ History Month



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 reliable information that is important to your well-being.

CRC Article 19:

All children have the right to be safe.

Key objectives

To know what the letters LGBT+ stand for.

To know about LGBT+ History Month and how it is celebrated.

To be able to explain why we need an LGBT+ History Month.

To look at ways to develop our listening skills in a respectful way.

Resources:

PPT

Acrostic poem templates

Badge templates

Work through PPT:

Remind children about being a Gold Rights Respecting School and share the LOs for the Family Group today. Focus to refer to LGBT+ History Month throughout the lesson.

Work through the PPT and discuss. Slides 1-20. Discussion to be focused on how we are the same and different, recap the meaning of LGBT+ then move onto remembering the important contributions that have been made by LGBT+ community.

Task/activity:

Slide 21-23:

- Create a badge to show support for the LGBT+ medical community and the contributions

- Write an acrostic poem

Plenary/reflection:

Develop listening skills in a respectful way by sharing ideas.

*Please send two good examples of the badge activity and acrostic poems to Mrs. Simpson-May and Mrs. Finkle.

Thank you! 😊

Lesson 7

The Big Legal Lesson



CRC Article 17:

All children have the right to reliable information that is important to your well-being.

CRC Article 19:

All children have the right to be safe.

Key objectives

To know what the law is.

To know how the law impacts your life.

To know who is responsible for making and changing the law.

To explain what new laws we would like to see using our pupil voice.

Resources:

22.03.24 PPT

Post-it notes or paper

Work through PPT:

Remind children about being a Gold Rights Respecting School and share the LOs for the Family Group today. Focus to refer to The Big Legal Lesson 2024 throughout the lesson.

CRC Article 13: All children have the right to information.

CRC Article 19: All children have the right to be safe.

Work through the PPT and discuss. Slides 2-20.

Activity 1:

In talk partners, describe three rights that you agreed to respect on your Class Charter. These are a bit like 'rules'.

Why do we have a Class Charter?

Activity 2:

Think, pair, share

Q: What are laws?

Q: Are laws different to rules?

Q: How are they different?

Activity 3:

The Big Legal Lesson Big Challenge!

Listen to the statement. Stand up if you think it is against the law.

(See table on next page)

Throwing rubbish out of a car window	Yes Under environmental law, littering is a crime. The cars owner could be given a fine if litter is thrown from their vehicle.
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 parent's permission.
Getting a job when you are 11	Yes There are lots of employment laws which are there to protect children. Generally speaking, the youngest age a child can work part-time is 13. There are a few exceptions. For example, acting and modelling.
Buying fireworks when you are 17	Yes The Fireworks Act is a law that sets out lots of rules about fireworks. For example, anyone under 18 cannot have fireworks in public places. You cannot set fireworks off late at night (after 11pm) except for on some special occasions like New Year's Eve, Diwali, Chinese New Year and Guy Fawkes night.
Getting a tattoo when you are 16	Yes 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.
Not going to school	It depends! In England, 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. In the rest of the UK, you can leave education at 16.
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 the UK 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 when crossing.

Activity 4:

There are lots of different people who are involved in the law and they all have a very important role to play. But who does what? Can you work it out?

Activity 5

In an ideal world...

If you could introduce one new law, what would it be and why? Link this to children's rights!

Describe three actions you could take to help get your law passed through Parliament.

Please take photographs of the different activities and send examples to Mrs. Simpson-May. Where possible, please capture pupil voice from Activity 5 on post-it notes and send a sample of these to Mrs. Simpson-May.