

## Rights Respecting School Family Group Activities- Autumn Term 2025-2026

Date	Lesson	Key Objectives	Lesson Title
05.09.25	1	<p>To begin to know all of the Family Members in your group.</p> <p>To create a Family Group Agreement for each meeting.</p> <p>To create a Family Group display to represent every member of the group.</p> <p>To discuss why we have met as a group.</p>	<p>Welcome to your Family Group!</p> <p>Our Family Group Agreement</p>
12.09.25	2	<p>To continue to know about and understand the United Nations Convention on the Rights of the Child.</p> <p>To know about UNICEF's work to protect children's rights around the world.</p> <p>To think about how we can be an active and global citizen in our democratic society and promote our rights and the rights of others.</p>	<p>Rights Around the World (Jamaica)</p>
19.09.25	3	<p>To know why we have Jeans for Genes Day.</p> <p>To find out what a genetic disorder is.</p> <p>To reflect on the importance of charities and ways that we can help and be thankful.</p> <p>To understand that all children have the right to special care and support if they are disabled.</p> <p>To know that all children have the same rights.</p>	<p>Jeans for Genes 2025</p>
03.10.25	4	<p>To know that Fairtrade Fortnight 2025 is called 'Do It Fair Fortnight'</p> <p>To know what Fairtrade is and why it is important.</p> <p>To find out about the importance of Fairtrade and the challenges faced by tea farmers.</p> <p>Learn how Government policy can impact global trade and worker rights.</p> <p>To use our pupil voices to speak out on global issues.</p> <p>To know that there are 17 Global Goals that work together like a jigsaw.</p>	<p>Fairtrade Fortnight 2025 (Do It Fair Fortnight)</p>

10.10.25	5	To understand about mental health issues and how they can affect us Know ways to discuss our feelings and emotions using the zones. To think about the tools we can use to help us when we move out of the green zone.	World Mental Health Day
17.10.25	6	To continue to know about and understand the United Nations Convention on the Rights of the Child. To know about UNICEF's work to protect children's rights around the world. To think about how we can be an active and global citizen in our democratic society and promote our rights and the rights of others.	Rights Around the World (Mongolia)



# 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>

## Lesson 1

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



<b>Key Objectives:</b>	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.
<b>CRC Articles:</b>	CRC Article 12: All children have the right to be listened to, give their opinions and be taken seriously. CRC Article 24: All children have the right to the best possible health. CRC Article 29: All children have the right to be the best they can be.
<b>Links to Global Goals:</b>	Global Goals: 3, 4
<b>Links to SMSC:</b>	Moral Development: Understanding the consequences of behaviour and actions.
<b>Links to British Values:</b>	Individual Liberty
<b>Building Learning Powers</b>	Resilience

#### Resources:

05.09.25 PPT

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

Resources to decorate- pencils, felt tips

#### Starter: Speaking and Listening

Warm up discussion: Can you spot the 10 differences between the pictures?

#### Work through PPT:

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- global citizenship.

Discuss rights and responsibilities as Rights Holders and Duty Bearers.

Remind children of the different Family Groups in school.

Revisit 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 throughout the week and then bring them to Family Groups when they meet on a Friday. 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. Star to be placed on the Family Groups display.

Create a Family Group Charter:

E.g.

In our Rabbits Family Group, children (Rights Holders) respect these rights by:

- 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

In our Rabbits Family Groups, adults (Duty Bearers) respect these rights by:

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On the A6 paper, children to then draw themselves for the Family Group display.

**Plenary/reflection:**

Slide 20: Moral Development (SMSC reflection)

Slide 21: Global Goals

Slide 23: Individual Liberty (British Values)

**Reading recommendations:**

Slide 24: Please share the Reading Recommendations list linked to today's theme: Family Groups. This is now included to continue to raise the profile of reading for pleasure and to support further knowledge and understanding of the topic.

## Lesson 2

### Rights Around the World (Jamaica)



<b>Key Objectives:</b>	To continue to know about and understand the United Nations Convention on the Rights of the Child. To know about UNICEF's work to protect children's rights around the world. To think about how we can be an active and global citizen in our democratic society and promote our rights and the rights of others.
<b>CRC Articles:</b>	CRC Article 17: All children have the right to information from a range of sources. CRC Article 23: All children have the right to enjoy the best life possible if they have a disability. CRC Article 28: All children have the right to a good quality education.
<b>Links to Global Goals:</b>	Global Goals: 4, 10
<b>Links to SMSC:</b>	Moral Development: Understanding the consequences of behaviour and actions.
<b>Links to British Values:</b>	Individual Liberty
<b>Building Learning Powers</b>	Resilience

Revisit 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 throughout the week and then bring them to Family Groups when they meet on a Friday. 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. Star to be placed on the Family Groups display.

#### Resources:

12.09.25 PPT

Rights Around the World- Passports

In some of our Family Groups this year, we will be looking at a new resource from UNICEF. This is called Rights Around the World.

#### Starter: Flashback- What is UNICEF?

#### Work through PPT:

Rights Around the World- Jamaica

- Information about Jamaica
- UNICEF in Jamaica
- Ari's story
- Linking to children's rights
- Linking to Global Goals

### **Task/Activity:**

#### **1. Add to your Family Group's Passport**

Add information about what you have learned to your Rights Around the World passport.

Include interesting facts about Ari's story and any actions you took because of your learning.

#### **2. Quiz**

Let's look at a selection of symbols from this version of the CRC.

What do you think the symbols mean? What rights could they represent?

Do the symbols make rights easier to understand?

#### **3. Can you spell out your name in BSL?**

### **Plenary/reflection:**

Slide 31: Moral Development (SMSC reflection)

Slide 22: Global Goals

Slide 23: Individual Liberty (British Values)

### **Reading recommendations:**

Slide 34: Please share the Reading Recommendations list linked to today's theme: Family Groups. This is included to continue to raise the profile of reading for pleasure and to support further knowledge and understanding of the topic.

## Lesson 3

### Jeans for Genes Day 2025 (30<sup>th</sup> Birthday)



<b>Key Objectives:</b>	To know why we have Jeans for Genes Day. To find out what a genetic disorder is. To reflect on the importance of charities and ways that we can help and be thankful. 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.
<b>CRC Articles:</b>	CRC Article 23: All children have the right to special care and support if they are disabled. CRC Article 24: All children have the right to the best possible health. CRC Article 29: All children have the right to be the best that they can be.
<b>Links to Global Goals:</b>	Global Goals: 3, 4, 10
<b>Links to SMSC:</b>	Moral Development: Understanding the consequences of behaviour and actions.
<b>Links to British Values:</b>	Mutual Respect

#### **Resources:**

19.09.25 PPT

Templates- jeans

Coloured pencils and felt tips

#### **Work through PPT:**

Starter discussion: What starts with a T, ends with a T and has T in it? (Teapot)

Work through the provided PPT.

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

Discuss the term 'genes' and use video to explain.

Watch video of an example story- when clicked, the video should load.

Remind children of Jeans for Genes Day and the reasons why we were raising money. Remind the children of CRC Article 23: All children have the right to special care and support if they are disabled.

#### **Activity:**

Slide 24: In small groups/pairs, children to have a discussion focused on being thankful.

#### **Plenary/reflection:**

Slide 25: Moral Development (SMSC reflection)

Slide 26: Mutual Respect (British Values reflection)

Slide 27: Global Goals

#### **Reading recommendations:**

Slide 29: Please share the Reading Recommendations list linked to today's theme: Jeans for Genes. This is now included to continue to raise the profile of reading for pleasure and to support further knowledge and understanding of the topic.

Please share 3 examples of the completed activity with Mrs. Simpson-May. Thank you! 😊



## Lesson 4

### Fairtrade Fortnight 2025



<b>Key Objectives:</b>	To know that Fairtrade Fortnight 2025 is called 'Do It Fair Fortnight'. To know what Fairtrade is and why it is important. To find out about the importance of Fairtrade and the challenges faced by tea farmers. Learn how Government policy can impact global trade and worker rights. To use our pupil voices to speak out on global issues. To know that there are 17 Global Goals that work together like a jigsaw.
<b>CRC Articles:</b>	CRC Article 12: All children have the right to give their opinion and for it to be taken seriously. CRC Article 24: All children have the right to the best possible health and care. CRC Article 27: All children have the right to have their basic needs met. CRC Article 28: All children have the right to a good quality education.
<b>Links to Global Goals:</b>	Global Goals: 3, 10
<b>Links to SMSC:</b>	Moral Development: Understanding the consequences of behaviour and actions. Cultural Development: Respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
<b>Links to British Values:</b>	Individual Liberty

#### Resources:

03.10.25 PPT

Templates- leaves

Coloured pencils and felt tips

#### Work through PPT:

This Fairtrade Fortnight will be taking place 22 September - 05 October 2025. Over these fourteen days, Fairtrade will be asking each of you to Do it Fair.

We'll be celebrating the difference we can all make when we choose Fairtrade and campaign as part of a UK-wide movement calling for a fairer system behind the things we consume every day.

With the world in a tailspin, fairness isn't a given. But the power to get there is in our hands.

Together, our actions can have a positive impact on real people's lives. Fairer pay. Fairer treatment.

Fairer futures. That's Fairtrade. It's not just a label - it's a movement. So, whatever you do, and

however you do it: Do it Fair.

#### Activity:

Slide 36 and 37:

Decorate your leaf template using colours and patterns. On the other side of the leaf, write a message to the UK Government.

This should encourage support for Fairtrade and ethical treatment of tea farmers.

#### Example messages:

Please make sure all tea farmers are paid fairly!

Support Fairtrade so workers around the world can live safely and earn enough money.

I care about tea farmers. Please help protect their rights.

Make Fairtrade the norm, not the exception!

**Plenary/reflection:**

Slide 32: Individual Liberty (British Values reflection)

Slide 33: *Global Goals*

Slide 34: Moral Development (SMSC reflection)

Slide 35: Cultural Development (SMSC reflection)

**Reading recommendations:**

Slide 38: Please share the Reading Recommendations list linked to today's theme: Fairtrade Fortnight 2025. This is now included to continue to raise the profile of reading for pleasure and to support further knowledge and understanding of the topic.

Please share 3 examples of the completed activity with Mrs. Simpson-May and Mrs. Hanson.

Thank you! 😊

## Lesson 5

### World Mental Health Day



<b>Key Objectives:</b>	To understand about mental health issues and how they can affect us Know ways to discuss our feelings and emotions using the zones. To think about the tools we can use to help us when we move out of the green zone.
<b>CRC Articles:</b>	CRC Article 24: All children have the right to the best possible health. CRC Article 13: All children have the right to say what they think and be listened to. CRC Article 12: All children have the right to be heard.
<b>Links to Global Goals:</b>	Global Goals: 3, 4
<b>Links to SMSC:</b>	Moral Development: Understanding the consequences of behaviour and actions. Cultural Development: Respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
<b>Links to British Values:</b>	Individual Liberty

#### Resources:

10.10.25 PPT

Template- Zones of Regulation Toolbox

Coloured pencils/felt tips

#### Work through PPT:

Work through the PPT provided.

Slide 5: Starter discussion: Mindfulness Word Search

Discuss some of the key vocabulary linked to the Family Groups lesson today

Remind children about World Mental Health Day (10.10.2025) and the reasons why we have this awareness day. The aim of the day is to help people learn about mental health and understand what it is and how they can look after it. World Mental Health Day also encourages people to talk about their feelings.

Focus: Zones of Regulation

For the blue, yellow and red zones, you need a tool kit of things to do (strategies) to help you return back to the green zone.

With your partner, think of one strategy which would help you if you were in the blue zone, one which would help you if you were in the yellow zone and one which would help you if you were in the red zone.

Now, think of a tool you could use to help you remain in the green zone.

What examples have you come up with?

**Activity:**

Slide 12:

Zones of Regulation Toolbox:

On your Toolbox, write some tools in each of the zones which you would like to use if you find yourself in that zone.

Talk to your partner and share your ideas with each other.

**Plenary/reflection:**

Slide 13 and Slide 14: Cultural Development (SMSC reflection)

Slide 15: Moral Development (SMSC reflection)

Slide 16: Individual Liberty (British Values reflection)

Slide 17: Global Goals

**Reading recommendations:**

Slide 19: Please share the Reading Recommendations list linked to today's theme: World Mental Health Day. This is now included to continue to raise the profile of reading for pleasure and to support further knowledge and understanding of the topic.

Please share 3 examples of the completed activity with Mrs. Simpson-May and Mrs. Kozlowski.  
Thank you! 😊

## Lesson 6

### Rights Around the World (Mongolia)



<b>Key Objectives:</b>	To continue to know about and understand the United Nations Convention on the Rights of the Child. To know about UNICEF's work to protect children's rights around the world. To think about how we can be an active and global citizen in our democratic society and promote our rights and the rights of others.
<b>CRC Articles:</b>	CRC Article 3: All children CRC Article 6: All children have the right CRC Article 24: All children have the right to
<b>Links to Global Goals:</b>	Global Goals: 3, 9
<b>Links to SMSC:</b>	Moral Development: Understanding the consequences of behaviour and actions.
<b>Links to British Values:</b>	Individual Liberty
<b>Building Learning Powers</b>	Resilience

Revisit 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 throughout the week and then bring them to Family Groups when they meet on a Friday. 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. Star to be placed on the Family Groups display.

#### Resources:

17.10.25 PPT

Rights Around the World- Passports

In some of our Family Groups this year, we will be looking at a new resource from UNICEF. This is called Rights Around the World.

#### Starter: RRS Vocabulary (ABCDE of Rights)

#### Work through PPT:

Rights Around the World- Mongolia

- Information about Mongolia
- UNICEF in Mongolia
- Anirlan's story
- Linking to children's rights
- Linking to Global Goals

## **Task/Activity:**

1. Watch this BBC Bitesize video to explain what vaccinations are and how herd immunity works. <https://www.bbc.co.uk/newsround/av/50000690>

2. Add to your Family Group's Passport

Add information about what you have learned to your Rights Around the World passport.

Include interesting facts about Anirlan's story and any actions you took because of your learning.

### **3. Reflection and discussion:**

Slide 16 and 17: Moral Development (SMSC reflection)

- Why are vaccinations an important element of your right to health?
- What unusual vaccination would you invent if you could and why? How would this help you and others to enjoy your rights?

Slide 18: Individual Liberty (British Values)

Slide 19: Global Goals

### **Reading recommendations:**

Slide 21: Please share the Reading Recommendations list linked to today's theme: Family Groups. This is included to continue to raise the profile of reading for pleasure and to support further knowledge and understanding of the topic.