





# 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



### OutRight 1- Know Your Rights

#### Key Objectives.

To explore the UN Convention on the Rights of the Child (CRC).

To begin to think about how mental wellbeing is linked to a child's right to health, to freedom of expression, to views and no discrimination and to education that helps them fully develop.

#### Resources:

PPT (Please read the notes under each slide before the lesson), Little Book of Rights, Protected Characteristics poster, plain paper.

#### Activity:

1. Remind the children that the UN Convention on the Rights of the Child (CRC) is a list of 54 Articles that outline the rights that the government in the UK and governments around the world have agreed that all children (all young people under the age of 18) should have. The first 42 Articles outline the rights that are for all children, the 'right-holders - no matter their ethnicity, gender, religion, language, abilities or any other status'. Articles 43-54 outline how adults and governments must work together as 'duty-bearers' to fulfil their obligation to make sure that children can enjoy all their rights.

2. **Slides 2-4:** RECAP what OutRight is about and the importance of good mental health.

In this year's OutRight we will focus on:

**ARTICLE 2:** No discrimination

**ARTICLE 3:** Best interests of the child

**ARTICLE 12:** Respect for children's views

**ARTICLE 13:** Sharing thoughts freely

**ARTICLE 24:** Health, water, food, environment

**ARTICLE 29:** Right to education

3. **Slides 5-15:** Introduce the 'Fill in the Right' activity, explaining to the children that we are going to play a game to remind us of what we already know about children's rights and to help us become familiar with the rights that we will be learning more about this year during OutRight. Encourage the children to read the slides. Make reference to The Little Book of Rights throughout. On slide 15 refer to the Protected Characteristics poster in the classroom.

4. **Slides 17-23:** Draw the children's attention to Articles 2, 3, 12, 13, 24 and 29. Ask children to take turns reading each of the highlighted Articles out loud. Ask children to think about how the topic of mental health and wellbeing might connect to each of the six key rights (Articles 2, 3, 12, 13, 24 and 29) that we will highlight for OutRight this year.

5. **Slide 24:** Ask children to create a poster illustrating one of the key Articles and what they think this right means to them and to children around the world. The children could do this in pairs. Please pass on good examples to Mrs. Slattery for the OutRight display.

6. **Slide 25:** Have fun with the 'We've All Got Rights Song'!

## Lesson 2



### 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:

Pre Reading, Y1-3 PPT, Y4-6 PPT, additional activity resources: Y1-3 Finger puppet template / Y4-6 Finger Flexor

#### 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.

#### 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.

#### 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."**

Please use the additional activity resources if there is time available.

### **Y1-3:**

#### **Finger puppets**

Ask the children to colour in the Buddy finger puppet template. Cut the template out. Wrap the base of the template around a finger. They'll need to trim the length so it fits. Finally, with glue or Sellotape, get them to secure the base of the finger puppet in place. Further discussion can be encouraged around the Childline website and Childline phone number on the finger puppet. Reinforce that **all children have the right to speak out and be heard, be safe, and get help when they need it**. Encourage the children to take this home to tell parents/carers about the lesson today.

### **Y4-6:**

#### **Finger Flexor**

Ask the children to cut out and carefully fold along the dotted lines to make the finger flexor. Once done, encourage them to practice asking and answering the questions. Encourage the children to take the finger flexor home, to tell people at home about their learning.