

## Unit 3 Human rights

### About the unit

In this unit, pupils learn about human rights and responsibilities, relating their learning to their own experiences. They examine the role of the Human Rights Act (1998) in protecting basic rights for every person in the UK. They consider circumstances in which the rights of individuals could conflict with those of another individual or with the collective rights of a community, and learn that most human rights are not absolute. They examine situations in different parts of the world where people's rights have been infringed, and investigate the experiences of refugees. They develop an understanding of human rights and responsibilities within a local, national and global context. Many of the concepts and issues about human rights that are introduced in this unit are complex and will be developed further in citizenship at key stage 4 and beyond.

The issues explored in this unit may be particularly sensitive for some pupils. The information about controversial and sensitive issues in the *Teacher's guide* may be helpful.

### Where the unit fits in

This unit addresses the following aspects of the key stage 3 citizenship programme of study:

#### Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1a the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people
- 1b the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

#### Developing skills of enquiry and communication

Pupils should be taught to:

- 2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- 2b justify orally and in writing a personal opinion about such issues, problems or events
- 2c contribute to group and exploratory class discussions, and take part in debates

#### Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- 3b negotiate, decide and take part responsibly in both school and community-based activities
- 3c reflect on the process of participating

This unit links with introductory unit 1 'Citizenship – what's it all about?' and unit 16 'Celebrating human rights – citizenship activities for the whole school'. It also has clear links with other subjects, especially history, geography and RE. Specific links are highlighted in the 'Points to note' column.

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## Expectations

### At the end of this unit

**most pupils:** know about basic human rights and understand rights and responsibilities, at school and within the wider community. They understand the importance of the Human Rights Act (1998), and recognise how it relates to aspects of everyday life. They know that the Human Rights Act is underpinned by common values. They are aware that the rights of individuals and groups can sometimes compete and/or conflict, and that striking a balance of rights is important. They understand what happens when people's rights are infringed or denied and they have investigated examples from local, national and global contexts.

**some pupils have not made so much progress and:** demonstrate knowledge of the basic rights that all people should be afforded. They understand that responsibilities go with rights, and recognise how this relates to aspects of everyday life.

**some pupils have progressed further and:** demonstrate detailed knowledge and understanding of human rights and of responsibilities. They cite examples from everyday life where the rights of individuals and groups compete and/or conflict, and realise that not all human rights are absolute. They understand the complex nature of the relationship between rights and responsibilities. They recognise what happens when human rights are denied or infringed. They use a wide range of vocabulary to explore their ideas and give examples from local, national and global contexts which they have researched. They are aware of the importance of the Human Rights Act (1998), and understand how it relates to aspects of everyday life. They realise that human rights legislation is underpinned by common values. They relate the articles of the 1998 Act to their own and other people's experiences.

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## Resources

Resources include:

- material from organisations, *eg the Anne Frank Foundation, Beth Shalom, Amnesty International*
- video resource pack 'My England', ARC Theatre Ensemble
- *Young Citizens' Passport, Human Rights Act Edition* and *Human Rights ImpACT*, both provided by the Citizenship Foundation

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 3 citizenship scheme of work site at [www.standards.dfes.gov.uk/](http://www.standards.dfes.gov.uk/) schemes

- Citizenship Foundation
- Institute for Citizenship
- Child Rights Information Network
- Kidscape (*includes information on keeping children safe*)
- Home Office – Human Rights Unit
- Amnesty International
- United Nations High Commissioner for Refugees
- Refugee Council
- Unicef – Convention on the Rights of the Child
- Anti-Slavery International
- Holocaust Memorial Day

NB: care should be taken when encouraging pupils to access websites

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## Literacy and language

References to the Key Stage 3 National Strategy *Framework for teaching English, Years 7, 8 and 9* (NSE) are given in brackets and are indicated in appropriate sections of this unit.

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- human rights, *eg equality, justice, democracy, freedom, reconciliation, holocaust, tolerance, discrimination, racism, respect*

Speaking and listening – through the activities pupils learn to:

- adopt a range of roles in groups to discuss, consider and evaluate conflicting evidence and to reach a consensus (year 7 S&L11, year 8 S&L12, year 9 S&L9)
- work collaboratively on a presentation for an audience which explores an issue (year 7 S&L16, year 8 S&L16)

- reflect on and evaluate their contributions to a presentation (year 7 S&L9, year 8 S&L13)

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## Links with other subjects

PSHE: 1b, 1d, 3a, 3b, 3e, 3h, 4g, 4h in the non-statutory guidelines  
Geography: 6f, 6i in the programme of study; unit 11 'Investigating Brazil' in the scheme of work

History: 13 in the programme of study; unit 18 'Hot war, cold war: why did major twentieth-century conflicts affect so many people?', unit 19 'How and why did the Holocaust happen?' in the scheme of work

RE: unit 7B 'What does justice mean to Christians?', unit 9C 'Why do we suffer?' in the scheme of work

Pupils should learn:

Pupils:

### What are my rights and responsibilities?

- about their rights and responsibilities within the school, and how these are upheld by school rules and policies
- that having rights also means accepting responsibilities
- that democracies have ways to safeguard people's rights
- to adopt a range of roles in groups to discuss, consider and evaluate conflicting evidence and to reach a consensus (NSE)
- Ask pupils briefly to review the ground rules they established for working together in introductory unit 1. Stress the importance of these rules in discussions about rights and responsibilities.
- In small groups, pupils produce a list of their rights within the school. Then, for each right, they work out the corresponding responsibility, *eg We have the right to opportunities to learn and to achieve, and the responsibility not to obstruct the learning and achievements of others*. Pupils compare the school rules with the rights they have listed, dividing the former into rules that protect pupils' and teachers' rights, *eg listen when others are speaking; for pupils not to be bullied; for teachers not to be abused*, and rules that relate to the organisation of the school, *eg uniform must be worn by all pupils*. Are there any other rights that pupils would like to have while at school and what responsibilities would there be?
- In groups, ask pupils to identify situations, either in school or elsewhere, where they felt their rights were being infringed or where different people's rights were in conflict, *eg a group of pupils were playing football in the playground at lunchtime – that was their right, but it meant that we couldn't use the playground to play basketball*. They could also think about what they should do if someone's rights are being infringed, *eg if my classmate is being bullied, what should I do about it?*
- Ask pupils to create a charter of rights for the school/class. They could start by referring to any policy documents the school produces, including its statement of values and aims. Pupils consider what basic rights all members of the school have, and what values underpin those rights, *eg fairness, tolerance, respect for others, desire for justice*. They could compare the finished charter with the UN Convention on the Rights of the Child. Is there anything pupils would like to add to their charter, or change? Why?
- identify key aspects of individuals' rights and responsibilities and make links between rights and responsibilities
- understand how rights can be at risk or denied
- relate their knowledge and understanding of the topic to examples from real life/their own experiences
- produce a charter of rights for the school or class
- Ground rules should be established by pupils at the beginning of each year and revisited at regular intervals. This creates a safe environment for the discussion of sensitive issues. Guidance is provided in the *Teacher's guide* and see also introductory unit 1 'Citizenship – what's it all about?'
- Pupils will find this section much easier if they have been involved in establishing or reviewing school rules/policies.
- This section provides clear opportunities to explore pupils' experiences, drawing out real and conflicting views. It might feed into other school activities, *eg school council meetings, special event days*.
- The UN Convention on the Rights of the Child can be found on the Unicef website (see [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)).
- Link with NSE: year 7 S&L11, year 8 S&L12, year 9 S&L9.

**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****What are human rights?**

- that human rights play a part in everyday life
- that every human being is entitled to certain basic rights
- that basic human rights in Britain are set out in the Human Rights Act (1998), and that these rights are different from other rights
- Tell pupils about the Human Rights Act (1998), that it sets out the basic legal rights of everyone in Britain and is underpinned by common values.
- Ask pupils to look again at the charter of rights they created in the previous section. Would it be suitable for other communities outside the school? What other rights might need to be included? Ask pupils to compare the rights in their charter with the 16 basic rights listed in the Human Rights Act (1998). Which rights didn't they include? Why? Pupils could consider how human rights affect everyday life, whether at home, school or work.
- Are human rights absolute? In groups, pupils identify and discuss situations where the rights of an individual might conflict with the rights of a group. They could consider how to balance conflicting rights in situations where there may be no single correct answer. As an example, refer to Article 8 of the Human Rights Act (1998) ('Right to respect for private and family life'). Ask pupils when it is acceptable to intrude into someone's privacy. Is the use of CCTV to prevent crimes acceptable? What about on a housing estate to prevent graffiti? In the school toilets to prevent vandalism? In a shop changing room to prevent shoplifting? Pupils could also consider the right to respect for family life. Are there any circumstances in which it is acceptable to split up a family? What if parents are unable to care for their children? (Other examples include: free speech, access to land or footpaths, property ownership.) Pupils report back on their group discussions.
- Pupils consider how basic human rights are protected by law in democratic societies, *eg by the Human Rights Act (1998) in Britain*. Reiterate the point that in many situations, human rights compete and/or conflict and so need to be balanced.
- understand that human rights are fundamental rights, and that in Britain the Human Rights Act (1998) reflects common values
- know that every person is entitled to certain basic rights
- know how the Act relates to school policies and other aspects of everyday life
- recognise that rights can compete and/or conflict and so need to be balanced
- A discussion of common values, *eg respect, tolerance*, may be useful here if this has not already taken place.
- The 16 basic rights of the Human Rights Act are set out in a resources sheet available at [www.dfes.gov.uk/citizenship](http://www.dfes.gov.uk/citizenship)
- Link with history: 13 'A world study after 1900' in the programme of study.
- Link with RE: this section links with religious and ethical values and teachings about the nature of humanity. These issues are covered in many RE local agreed syllabuses.
- Link with thinking skills: reasoning, creative thinking.
- Extension activity: it may be appropriate to use drama activities or role-play to explore real-life situations where there are competing and/or conflicting rights.
- Another useful resource is the website of the Human Rights Unit (see [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)).
- The issues and concepts introduced in this section are complex and will be developed further at key stage 4 and beyond, *eg the distinction between human rights that can be legally enforced and those that reflect broad principles*. In some cases, however, it may be appropriate to introduce such complex issues and concepts in key stage 3.

**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****What happens when human rights are denied?**

- that not all countries recognise human rights in the same way
  - that specific rights may not be respected in some communities
  - that people may be denied their rights, and that this can result in them becoming refugees
  - that refugees have rights but can face difficulties accessing these rights
  - about the Universal Declaration of Human Rights and the role of the United Nations High Commission on Refugees (UNHCR)
  - about the role of different agencies and organisations in supporting refugees
- What happens when human rights are infringed? Ask pupils to identify situations around the world where people have had their rights denied and, in some cases, have become refugees. Pupils should draw on their knowledge from other subjects such as geography, history, RE, *eg war or the prospect of war resulting in people fleeing their home countries (Jews during World War II, war and famine in African countries or refugees from events in the Balkans) or the destruction of the Amazon rainforest by large corporations leading to Amerindians losing their land and homes.*
  - What do we mean by refugees? Using a range of source material, including first-hand accounts of refugee life (available on video and on websites), pupils investigate what a refugee is and what experiences a refugee might have. Ask pupils, in groups, to focus on one situation that led to many people becoming refugees, detailing each stage of the process. They also look at the rights refugees have, *eg the right to freedom of thought and movement, freedom from torture and degrading treatment, food, clothing, access to medical care, welfare services and benefits.* They report back to the class, discussing how, when and why people were affected, and at what stage their human rights were infringed.
  - Scenario activity: following class feedback, give pupils a scenario to respond to where they have 15 seconds to select belongings and flee their home. Ask pupils randomly to list what they would take with them. If pupils cannot answer immediately then they can take nothing with them.
  - Pupils could investigate and discuss the roles and responsibilities of the UN, the UNHCR, national and local governments across the world, agencies, charities and other voluntary organisations, *eg Amnesty International*, in supporting refugees and upholding human rights. What is the purpose of the Universal Declaration of Human Rights? Pupils find out why it is important to have charters that are international for human rights.
- demonstrate understanding of the status of refugees, and identify the difficulties caused by a lack of rights
  - identify different causes of people becoming refugees. They know that a refugee is defined as someone who has left their country because of a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of a particular social group; and that refugees cannot or do not want to return to their countries
  - are aware of the roles of local, national and international government and voluntary organisations in supporting refugees and upholding human rights
- It is important to be aware that some pupils may be from refugee families. This section needs to be handled in a sensitive way.
  - Link with history: unit 19 'How and why did the Holocaust happen?' Another useful resource is the Holocaust Memorial Day website (see [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)).
  - The establishment of the United Nations: a useful resource is the *Young Citizens' Passport*, published by the Citizenship Foundation.
  - UNHCR, the United Nations refugee organisation, is mandated by the United Nations to lead and coordinate international action for the worldwide protection of refugees and the resolution of refugee problems. A range of information, including ideas for lessons and resource sheets, can be found on the UNHCR website (see [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)).
  - First-hand accounts of refugee life are available on the Refugee Council's website; pupils may find material about young refugees especially powerful. Another useful resource is the Amnesty International website. The addresses of these websites can be found at [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)
  - Teachers could link this activity to work in geography, history or RE. It could also be adapted for delivery through these subjects.
  - Link with geography:
    - the causes of migrant populations and forced migration in different countries
    - population distribution (6f)
    - the effects of development on different groups of people (6i)
    - unit 11 'Investigating Brazil' .

Pupils should learn:

Pupils:

### What happens when human rights are denied? (continued)

- Link with history:
  - 13 'A world study after 1900'. Refugees have lived in Britain for many years. Teachers could refer to the Kinder Transport; those who came to England during the Irish famines of the 19th century; refugees from Asia and Africa who came to the UK in the 1970s and 1980s; and refugees escaping the Balkan conflicts of the 1990s
  - unit 18 'Hot war, cold war', unit 19 'How and why did the Holocaust happen?'
- Link with RE: unit 7B 'What does justice mean to Christians?', unit 9C 'Why do we suffer?'
- Link with key skill: IT.
- Link with thinking skills: enquiry, information processing.

**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****What do I know about human rights?**

- how to share and communicate their knowledge of human rights and responsibilities with others in the school and local community
  - how to select and use relevant information to organise activities that communicate effectively to a chosen audience
  - how to select evidence of their learning/achievements for their portfolios
  - to work collaboratively on a presentation for an audience which explores an issue (NSE)
  - to reflect on and evaluate their contributions to a presentation (NSE)
- Drawing on their learning in this unit (and additional research if necessary), pupils could decide on certain messages they think others in the school and local community ought to hear. Ask them to list ways of delivering these messages, *eg assemblies, displays (including poetry, artwork, stories, factual writing, photos, interviews, videos), drama/dance productions, visiting speakers, oral/ICT presentations, workshops (for parents/younger pupils)*. Where appropriate, they also identify with staff any work that could be carried out through other subjects, *eg writing, dance, music, art, photography*.
  - Pupils could then go on to organise one of these activities. They consider their chosen audience, *eg other classes in the year group, the rest of the school, parents, local community groups*; which activity would be most appropriate for that audience; and the resources available, *eg if a school celebration of Human Rights Day is to be planned, what sort of activities could be organised; or if an assembly or presentation would be more appropriate*. If the school already celebrates Human Rights Day, pupils who have studied this unit could take a lead role in its organisation.
  - Ask pupils, in groups, to discuss the work they have carried out in this unit and how effectively they communicated with others. They consider the following questions: What evidence do I have of my contribution to the group activities? What can I use for my portfolio? How effective were the activities? What can we learn from them? What might we do differently next time?
- use a combination of methods to inform a particular audience about basic human rights and responsibilities, and what happens when people's rights are infringed
  - demonstrate skills of communication, participation and responsible action
  - present information that is accessible for their target audience
  - identify their own and others' contribution to activities, and produce evidence of their learning/achievements for their portfolios
- This section links closely with unit 16 'Celebrating human rights – citizenship activities for the whole school'. Dates on which events could be held include: 10 December – International Human Rights Day; 9 May – Europe Day; 27 January – Holocaust Memorial Day. (There are many others.) It also provides opportunities for pupils to develop knowledge, skills and understanding which they can demonstrate as part of their end of key stage 3 assessment (see review unit 19 'Assessing progress and recognising achievement at the end of key stage 3').
  - See the *Teacher's guide* (appendix 7) for guidance on how to involve pupils in planning and taking part in events.
  - Peer education, review and assessment skills are important in citizenship and can have a positive effect on pupils as they move through key stages 3 and 4. Help to initiate such work may be provided by pupils with peer tutoring skills.
  - The portfolio could be either a specific portfolio for citizenship or a section in a wider school document.
  - Link with key skill: working with others.
  - Link with thinking skills: evaluation.
  - Link with NSE: year 7 S&L16, year 8 S&L16, year 7 S&L9, year 8 S&L13.