

RESOURCES

Resources include:

- stories that are appropriate for raising issues of human rights
- newspaper and magazine articles
- simplified copies of the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child
- resources from organisations involved in human rights issues, eg *Unicef*, *Save the Children*, *Christian Aid*, *Amnesty International*
- *Human Rights Act 1998 Study Guide*, produced by the Home Office

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 1 and 2 citizenship scheme of work site at www.standards.dfes.gov.uk/schemes

- ABC, teaching human rights (a site produced by the UN Office of the High Commissioner for Human Rights; has practical activities on the theme of children's rights)
- Unicef (for information about human rights and the Convention on the Rights of the Child)
- Children's Rights Alliance
- Anne Frank Educational Trust
- Holocaust Memorial Day (provides information, details of materials and useful links to books and other websites)
- Refugee Council
- Citizenship Foundation (for information about resources to support teaching about human rights, responsibilities and fairness)
- Human Rights Unit

EXPECTATIONS

At the end of this unit

most children:

understand that we all have basic rights (known as 'human rights') and that there are particular rights for children. They discuss issues of rights and responsibilities with others. They take responsibility within their own school community to effect positive change and to ensure the rights of others are not infringed.

some children have not made so much progress and:

know that we all have basic human rights. They take some responsibility in the classroom for ensuring the rights of others are not infringed. They consider the viewpoints of other children.

some children have progressed further and:

know what basic human rights are and can give examples of these. They are aware of the UN Convention on the Rights of the Child. They recognise that with rights come responsibilities. They know about human rights issues, how these affect people in other places and how they affected people in the past. They know what action they could take to ensure rights are upheld in the school community. They assume responsibility for others in the classroom and playground.

Unit 7 Children's rights – human rights

ABOUT THE UNIT

In this unit, children learn about every human's basic rights and the differences between needs, wants and rights. They learn that with rights come responsibilities, such as the responsibility not to infringe the rights of others and the responsibility to support others in their quest for rights. They learn about the importance of honesty, trust, tolerance and respect for others. They find out about the United Nations Convention on the Rights of the Child and that it applies to all children, whoever or wherever they are. They also learn how human rights apply in their school and in the local community. They develop strategies for ensuring that rights are upheld and to promote equality in the classroom and playground, and they encourage others to respect and care for one another.

There are opportunities to link with English, history and geography. Some links are indicated in the 'Points to note' section. This unit also links with unit 5 'Living in a diverse world' and unit 8 'How do rules and laws affect me?'.

WHERE THE UNIT FITS IN

This unit addresses the following aspects of the non-statutory framework for PSHE and citizenship at key stage 2:

1a, 1b

Preparing to play an active role as citizens

Pupils should be taught:

2a to research, discuss and debate topical issues, problems and events

2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other

2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences

2h to recognise the role of voluntary, community and pressure groups

2i to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

4a, 4b, 4d, 4e, 4f

5a–h

VOCABULARY

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

- rights, eg *human rights*, *responsibilities*, *fairness*, *charter*

Key stage 2

Citizenship

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

WHAT ARE OUR RIGHTS?

- to understand the difference between wants, needs and rights
 - about basic human rights
 - that rights come with responsibilities
 - that their actions affect themselves and others
 - why we should care about other people's feelings and to try to see things from their point of view
 - to qualify or justify what they think after listening to the views of others
- Ask the children to brainstorm things they want, *eg toys, clothes, sweets, computers, trainers*. Make a list of the items. In groups, the children discuss which of these 'wants' are 'needs', and then they think of other things they need. The groups report back to produce a class list of 'our needs'. They decide which of these are needs shared by all humans and so should be fundamental rights – human rights. They identify which are essential for life, *eg food, shelter*, and which might be essential for well-being, *eg love, friendship*. Circle time may be an appropriate context for discussion, complemented by other relevant activities.
 - Using the results of the previous activity, and any work that children have done on classroom rules, the children work in groups to create a charter of rights for children, *eg the right to a home, to learn, to be safe, to choose their own friends to play with*. Groups present their charters to the whole class, either orally or on a large sheet of paper, and similarities and differences are discussed. They could vote on which rights to include in a final charter.
 - Play some 'trust games' to raise the children's awareness of their responsibilities towards others. They could play 'Blind trust', in which pairs of children take turns to be blindfolded. The sighted partner leads the blindfolded partner around the room, then they reverse roles. Afterwards they discuss their feelings about how it felt to be blindfolded and how it felt to have responsibilities as a leader.
 - The children look at the charter of rights they've drawn up and write appropriate responsibilities alongside each right, *eg we have the right to a home – and the responsibility to help care for it; we have the right to learn – and the responsibility not to prevent others from learning; we have the right to feel safe – and the responsibility not to hurt others, either physically or emotionally*.
 - Tell the children that the United Nations has a Convention on the Rights of the Child, and give them a copy, simplified according to the age of the class. The children compare their own charter of rights with the UN version and decide whether they would like to alter their charter before agreeing a final version. Tell the children that in UK law, the Human Rights Act contains many similar rights to the UN Convention. The children then use ICT and design techniques to produce a poster of their charter.
 - Discuss why children need a special charter, such as the UN Convention on the Rights of the Child. Ensure that the children understand that the Convention applies to all children, regardless of who they are, what they look like, where they live and what their beliefs are. They consider whether the charter they developed would be right for other groups of children, *eg children in other schools, in other parts of the UK, in other EU countries, in less economically developed countries*. Would their charter be able to uphold the rights of children with a disability or children who live in countries where there is conflict? There may be opportunities for the children to write to or e-mail children in other schools to compare ideas.

THAT'S NOT FAIR!

- to recognise what is fair and unfair and the difference between right and wrong
 - to use drama techniques to explore characters and issues
 - that their choices of action affect themselves and others
 - to care about other people's feelings and to try to see things from their point of view
 - to understand the nature and consequences of racism, teasing, bullying and aggression, and how to respond and ask for help
 - about human rights issues in the news, in other places and at other times in history
- Lead a discussion about what is fair and unfair. Many children will initially relate fairness to age. Can they understand why some activities are restricted to certain age groups? The discussion should continue with debate about other situations that the children think are unfair. Are boys and girls treated equally? Are there any other types of discrimination among children?
 - Discuss examples of unfair treatment in stories and other literature. Focus on a particular story, *eg Cinderella*, to discuss fairness and situations where rights are infringed. Who had the responsibility to ensure that Cinderella's rights were upheld? How do stories such as these demonstrate justice? Using stories offers opportunities for other activities, *eg role-play, hot-seating, writing a letter to a character from a story*.
 - What are the consequences when things go wrong? What are children's responsibilities if they know another child is being treated unfairly? The children undertake an enquiry into various types of unfairness, *eg bullying, racism, discrimination*. They find out what the law says, and what the school's policies are, checking whether these make it clear that in such situations children's rights are being infringed and that others have a responsibility to support them. They find out what sources of help and advice exist – in school, locally and nationally.
 - The children look at case studies of situations where children's rights have been denied, in this country and overseas. Newspapers and magazines may have recent reports that are relevant, *eg children in war zones, refugee children, child labour (bonded labour)*. Historical examples, *eg The Diary of Anne Frank*, also offer opportunities to develop ideas about human rights. This activity could focus on Anne Frank Day (12 June).
 - Invite a speaker to talk to the children about their personal experiences of prejudice and unfair treatment, *eg someone who uses a wheelchair, someone who had to leave South Africa in the apartheid years because of a human rights issue*. Alternatively, case studies or videos of the experiences of particular children may be used. After the talk or video the class could discuss and debate the issues that arose.

CHILDREN

- learn the difference between wants, needs and rights
- know that all children have the same basic needs and rights, and can describe them
- know that rights come with responsibilities
- empathise with the experiences of other people and describe situations from other points of view
- describe some of the components of the United Nations Convention on the Rights of the Child
- understand the importance of trust, tolerance and honesty in relationships

- An alternative starting point is work on classroom and school rules, such as the relevant activities in unit 8 'How do rules and laws affect me?' and unit 5 'Living in a diverse world'. Guidance on developing ground rules for group discussion can be found in appendix 5 of the *Teacher's guide*.
- Trust games and other practical activities connected to children's human rights, together with plain language versions of the Universal Declaration of Human Rights and the Declaration of the Rights of the Child, can be found at 'ABC, teaching human rights', a website of the UN Office of the High Commissioner for Human Rights.
- 'School linking' provides opportunities for further work. Information is given in unit 17 'School linking' in the key stage 3 scheme of work.
- Link with English: En1 S&L 3c in the key stage 2 programme of study.
- Information about the Human Rights Act (1998) is available from the Citizenship Foundation.
- Link with geography: 3c in the key stage 2 programme of study; unit 9 'Village settlers' in the scheme of work.

- recognise the difference between right and wrong
- know that their actions affect themselves and others
- are able to see things from others' points of view
- show that they have the skills to challenge teasing, bullying and discrimination, and know how and where to seek help
- know about infringement of human rights in the UK, in other countries and at other times in history
- can empathise with people who have been treated unfairly
- understand the importance of honesty, trust, respect and tolerance

- This section could be linked with unit 5 'Living in a diverse world'.
- The children may raise sensitive issues during these activities. This is a good opportunity to address such issues openly, but teachers should be aware of children's feelings and be prepared to intervene appropriately.
- Link with English: En1 S&L 4c in the key stage 2 programme of study.
- Link with history: unit 9 'What was it like for children in the Second World War?'.
- Specific work on refugees may be a good idea for schools that have refugee children in them, but sensitivity is needed in involving them.
- A good source of information for teachers and children is the Refugee Council's website.
- Teaching material on Anne Frank can be found on the Anne Frank Educational Trust's website.
- Link with geography: 3d, 3f, 3g, 5a, 5b, 7b in the key stage 2 programme of study, especially in the context of other parts of the world.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

TAKING RESPONSIBILITY

- about different kinds of responsibilities at home, at school and in the community, and that these can sometimes conflict with each other
 - about working together to resolve conflict
 - to develop skills of participation and responsible action
 - to reflect on their learning, and to communicate what they have learnt to others
- The children reflect on what they have learnt about children's and human rights, and explore the ways in which they take responsibility for upholding the rights of others. How are they involved in ensuring that the school's anti-bullying policy works? How do they uphold the right of all children to learn? Are there times of conflict when children feel physically or emotionally unsafe, either in class or in the playground? What can they do about it? Is there some other problem or conflict that results in an unfair situation, eg *do all children have access to drinking water?*
 - The children identify a problem that needs to be addressed and work together to develop a strategy for dealing with it, eg
 - *if access to drinking water is a problem, they investigate ways to provide it and take responsible action to remedy the situation*
 - *if they feel that some children feel unsafe in the playground, they could find out how to be trained to help resolve playground disputes, or they could introduce a 'buddy' system whereby older children assume responsibility for some of the younger ones*
 - The children work together as a class to produce a school display on children's rights, including their own charter of rights. They plan and lead an assembly on rights and responsibilities, to increase understanding among other children in the school of their own rights and responsibilities.

CHILDREN

- show an awareness of the rights of others and their responsibility to uphold those rights
- work with others to resolve problems or conflict
- use their skills of participation and responsible action
- reflect on their learning and communicate what they have learnt to others

- Schools considering introducing peer mediation should ensure that mediators are adequately trained. Guidance on mediation may be found at the website of Mediation UK.
- The school council could agree a charter of rights for the school (formulated by the children).
- Link with geography: 2g, 5a in the key stage 2 programme of study.