

**Unit of work: Rights and Responsibilities**

**PSHE/RHE Theme: Living in the Wider World**

**Assessment Outcomes:**

- I know and understand the school rules
- I can use the conventions of courtesy and manners
- I can vote for a school councillor
- I know that having self-respect is important to my own happiness
- I know that I should treat others with respect and in turn should expect to be treated with respect
- I respect diversity

<b>Health and Well-Being</b>	(H27) to recognise their individuality and personal qualities (H28) to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
<b>Relationships Education</b>	(R24) how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (R31) to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R32) about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (R33) to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
<b>Living in the Wider World</b>	(L1) to recognise reasons for rules and laws; consequences of not adhering to rules and laws (L2) to recognise there are human rights, that are there to protect everyone (L4) the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L7) to value the different contributions that people and groups make to the community (L8) about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities (L25) to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

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**Key Learning**

Links back to <b>prior learning</b>	New learning this unit ( <b>Focus</b> ) <b>This unit should begin with a recap of links to previous learning</b>	Links with <b>future learning</b>
<p>Each year they re-visit the school rules and learn about democracy when they vote for their pupil responsibilities across school.</p> <p>In Year 5, children did work on the GHLLWK school rules and were taught about respect for others and self-respect.</p>	<p>In Year 6, they move on from just looking at the school rules and why they are important and move onto rights and responsibilities. They re-visit some of the respect objectives and then move on to learning about diversity, how it has a positive impact on society and how they can use their knowledge of respect and apply it in different ways.</p> <p>Diversity is a key element of SMSC and the British Values too.</p>	<p>In KS3 children will be taught to recognise the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem. They will develop the knowledge of the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying and discrimination on individuals and communities.</p>

**Vocabulary and terminology arising in this unit:** (words in *italics* may have been encountered but not explicitly taught as part of a specific lesson)

Rights, responsibilities, democracy, manners, courtesy, respect, self-respect, diversity

**Positive Safeguarding for all**

**Every lesson will have consistent ground rules in place which:**

- includes not asking personal questions or sharing personal information
- use correct terminology – this avoids derogatory use of language
- ensures confidentiality (unless safeguarding)
- ensures the right to pass (as long as actively listening)

**All children should know who their trusted adult is at school and in the wider family.**

A trusted adult is someone who the child feels comfortable to turn to for help.

	LO:	Success Criteria	Suggested Teaching Activities	C.C Links
<b>Session 1</b>  Rules  <i>This lesson should begin with a recap of links to previous learning – Children previously study the school rules but in Y6 they move on to look at rights and responsibilities</i>	To know and understand rights and responsibilities	<ul style="list-style-type: none"> <li>- Understand what a human right is.</li> <li>- Discuss and develop rights for all in school.</li> <li>- Rank the rights in order of importance</li> <li>- Create a class charter of rights</li> <li>- Understand what a responsibility is.</li> <li>- Create a class charter of responsibilities</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful Creative, Problem Solver, Communicator, Co-operative, Confident, Tolerant</b></p> <p><i>At the start of the session, share with children our ground rules for every PSHE session. Refer to the rules and have them evident in the classroom. Make sure all children understand the ground rules in place.</i></p> <p><b>Starter:</b> What are rights and responsibilities? Discussion time with partner and then share ideas and definition as a class.</p> <p><b>Main:</b> Explain that everyone at school has the right to learn, be safe and be happy. It is also our responsibility to make sure that we are not behaving in a way that disrespects the human rights of others.</p> <p>Then, ask them to work on their own to write up three things that will help these rights, eg:            The right to be SAFE – dangerous things to be put away            The right to be HAPPY – to be treated kindly            The right to LEARN – enough books and paper</p> <p>Now hold a class discussion and draw up a class list of up to ten items on the board or flipchart that all agree on. <b>(Complete Task 1 and discuss as a class)</b></p> <p>This is their Class Charter of Rights <b>(Teacher to present through CiP and display in the classroom)</b></p> <p><i>We know what our rights are so what are our responsibilities as a class?</i> Everyone in school has the right to learn and be safe and happy. But if that is a right for us, then it is a right for everyone</p>	English – Communication and language

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			<p>else too. Each of us has a responsibility to respect the rights of others. We need to ensure that by enjoying our rights we are not disrespecting the rights of other people. Discuss these key questions: How can we avoid behaving unfairly and disrespecting the rights of others? Are there differences in rights and responsibilities for teachers and other adults? How does it feel to have your rights disrespected by others? Now, ask the class to look at the Class charter of responsibilities made by Year 6 pupils' example. <a href="https://www.amnesty.org.uk/files/activity_4.pdf">https://www.amnesty.org.uk/files/activity_4.pdf</a> - <i>see small image- Appendix 1 - for example that can be used.</i> Can the children make a similar Class charter of responsibilities to put up beside their Class Charter of rights? <b>(Complete Task 2)</b></p> <p><b>Plenary:</b> Develop the Class Charter of Responsibilities together by collecting ideas from the children which can then be displayed alongside their Class Rights Charter.</p> <p><b>Main Task: Task 1</b> – Rank rights in order of importance and discuss different viewpoints. <b>Children to work in mixed ability groups.</b> <b>Task 2</b> - Children to write up the first part of the charter made as a class and then use the WAGOLL to create their charter on responsibilities in their book too – We all have the right to... We all have the responsibility to... <b>LA/SEND: Give options to create their responsibilities list from – they will choose the best options and write them into the responsibilities section – TA to support.</b> <b>MA/HA: To use example to aid them – Teacher to roam support.</b></p>	
<p><b>Session 2</b> Responsibilities</p>	<p>To understand why manners, courtesy and respect are important</p>	<ul style="list-style-type: none"> <li>- Discuss manners, courtesy and respect.</li> <li>- Complete the manners class quiz.</li> <li>- Respond to different scenarios about manners, courtesy and respect.</li> <li>- Know the consequences of my actions (both positive and negative)</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful</b></p> <p><b>Starter:</b> Put up the words: manners, courtesy and respect on the IWB – What do these words mean to you? Solo think time and then share with your partner. Then discuss as a class.</p> <p><b>Main:</b> Get the children to take part in the manners quiz: <a href="https://www.educationquizzes.com/ks2/personal-social-and-health-education/manners/">https://www.educationquizzes.com/ks2/personal-social-and-health-education/manners/</a> - <i>questions on site or see Appendix 2 to be adapted into IWB for children to respond to using their own white board.</i> Then give each group some other statements about courtesy, manners and respect that could be displayed by children in school – groups to discuss and decide what the consequence or outcome would be of the action. Teacher to then model how they would write this in the task. Repeat with one more example and then set to task.</p>	<p>English – Communication and language Writing</p>

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			<p><b>Plenary:</b> Reflect on statements given in the main task and discuss what the outcome/consequence would be of each. What have we learnt? Why is it important to have manners, courtesy and respect for all?</p> <p><b>Task:</b> Children to be given different statements about manners, courtesy and respect and they have to write an outcome/consequence of the action. <b>SEND/LA – Given 2 options to choose from for each statement and then write it on to their activity sheet.</b> <b>MA – Key word/sentence opener mat given to aid them with their writing.</b> <b>HA – to work independently</b></p>	
<p><b>Session 3</b> Responsibilities</p>	<p>To understand democracy and vote</p>	<ul style="list-style-type: none"> <li>- Talk about democracy and why it is important.</li> <li>- Create spider diagram of good leadership qualities.</li> <li>- Non-candidates: Create a spider diagram</li> <li>- Non-candidates: Write about what would make a good leader.</li> <li>- Candidate: Write a candidate speech.</li> <li>- Take part in a democratic vote</li> <li>- Understand the need for fairness in the voting process</li> <li>- Make an informed decision when voting.</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 7 Be Democratic</b></p> <p><b>Starter:</b> What is a democracy? Do any chn know? Children to discuss with partner and then as a class. Display two possible definitions on the IWB – children to discuss again and then decide as a class which is the right definition for democracy. Why is democracy important? What would happen if we didn't have it?</p> <p><b>Main:</b> What do we vote for every year? (CLT member) What makes a good leader? Solo think time and then Rally Robin/Round Robin ideas of qualities that make a good leader. Then share with class and create spider diagram. Ask chn what sort of candidate would you vote for and why? Be critical – we want the best! As a class, make a list of candidates for the CLT. Explain that chn who have put themselves forward will create a short speech as to why they are perfect for the job. Provide chn with brief time to make notes on their whiteboards for their speeches before moving on to writing them.</p> <p>Whilst candidates are writing other members of the class will fill in the: What makes a good leader? worksheet - <b>see task section.</b></p> <p><b>Plenary:</b> Candidates to do their speeches and class to vote for the member that they would like.</p> <p><b>Task:</b> <b>Non-candidate:</b> <b>Task 1</b> - create spider diagram of good leadership qualities. <b>LA/SEND – provided with key words CiP mat.</b></p>	<p>English – Communication and language Writing</p>

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			<p><b>Task 2</b> – Write a paragraph about the candidate that they would vote for – what qualities do you think a good CLT member needs? <b>LA/SEND</b> – sentence openers provided - <i>TA to support non-candidate writing.</i></p> <p><b>Candidates</b> – To write their speech to persuade people to vote for them. <b>LA/SEND</b> – sentence openers provided. <b>Supported by T to write candidate speeches.</b></p>	
<p><b>Session 4</b> Self-respect/ esteem</p>	<p>To understand that self-respect is important to my own happiness</p>	<ul style="list-style-type: none"> <li>- Understand what self-respect is.</li> <li>- Understand how self-respect can link to self-esteem.</li> <li>- List the abilities I take pride in</li> <li>- Create an abilities mat</li> <li>- Discuss how my abilities impact my happiness</li> </ul>	<p><b>Starter:</b> What is self-respect? What is self-esteem? Discuss with partner and match the definitions on the IWB. <b>Self-respect</b> is a word that means honouring your worth, preserving your dignity, and taking pride in your abilities. <b>Self-esteem</b> is the opinion we have of ourselves. When we have healthy self-esteem, we tend to feel positive about ourselves and about life in general. It makes us better able to deal with life's ups and downs.</p> <p><b>Main:</b> Taking pride in your abilities is very important for self-respect. What abilities do you take pride in? Solo-thinking time and then share ideas with your partner then discuss as a class. Share my 'Strength/abilities mat' with chn (These mats can be any design made by teacher e.g. shield design). Discuss examples of strengths in each of the categories, making sure they are appropriate and relevant. Possible organisation: 1) A personal strength/ability; 2) An academic strength/ability; 3) A family strength; 4) Your choice of strength/ability. <b>Children to complete main task.</b></p> <p><b>Plenary:</b> Share their strength/ability mats and why they are proud of these abilities and how that can have an impact on their happiness.</p>	<p>Art</p> <p>English – Communication and language Writing</p>
<p><b>Session 5</b> Diversity</p>	<p>To respect differences in people</p>	<ul style="list-style-type: none"> <li>- Understand the word difference.</li> <li>- Discuss how people can be different</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful</b></p> <p><b>Starter:</b> What does the word difference mean? How might people around us be different? Solo-think time and then Rally Robin/Round Robin ideas – share as a class and teacher to spider diagram.</p>	<p>English – Communication, speaking and listening.</p>

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		<ul style="list-style-type: none"> <li>- Discuss whether people who are different to us should be treated differently.</li> <li>- Play a game of diversity bingo.</li> </ul>	<ul style="list-style-type: none"> <li>- Links to diversity in the UK – What makes the UK so diverse?</li> </ul> <p><b>Main:</b> Explain that there are lots of differences between people e.g. the way we look, what we like/don't like. Ask students to put their hands up if you they have blonde hair/brown hair, if they had cereal /toast for breakfast, etc. to demonstrate some differences. Give out scenario cards to each group/pair. Give children chance to read each one and discuss together. Then discuss different scenarios as a class together – refer back to the ground rules of respect from the previous session before starting.</p> <p><b>Example 1:</b> Sarah has bright green hair and she dresses very differently to others in her class – should she be respected? Why? Children to discuss and respond.</p> <p><b>Example 2:</b> Belal celebrates EID however most of this class celebrate Christmas. Should his religious faith be respected? Why? How could we show respect in this scenario?</p> <p><b>Example 4:</b> Helen speaks a different language at home and English isn't her first language. Should she be treated differently from others? Why? Why not?</p> <p><b>These are just a few examples and more can be created when making resources.</b></p> <p><b>Plenary:</b> Diversity Bingo – See Appendix 4 for idea.</p> <p><b>Main Task:</b> Children will work in mixed ability groups to take part in the activity outlined in the main part above. Sentence openers provided on IWB for children to use to communicate their ideas.</p> <p>If you want a written task recorded, then children could respond to the scenarios in their books. Sentence starter and CiP key words could be given.</p>	
<p><b>Session 6</b> Respect and diversity</p>	<p>To describe why diversity is a positive thing</p>	<ul style="list-style-type: none"> <li>- Discuss why diversity is a good thing in the world.</li> <li>- Discuss what we are able to learn from others because of diversity.</li> <li>- Celebrate diversity by creating a poem, a piece of art work or video.</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful</b></p> <p><b>Starter:</b> Show the 2 illustrations of the worlds – see appendix 3 Which world is more interesting and why? Time for discussion and share ideas. Complete the definition as a class Diversity is...</p> <p><b>Main:</b> Can you suggest some good things about diversity? E.g. we can learn from each other, it makes life more interesting, we can help each other because we know different things. Suggest that diversity should be celebrated! Children to create a piece of work that will celebrate diversity – teacher can decide on this when planning (See ideas listed below in main task)</p>	<p>English – Communication, speaking and listening.</p> <p>Subject links to be decided depending on task planned by class teacher.</p>

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**Plenary:** What are the positive effects of diversity in the UK? Give children chance to discuss and share ideas.

**Main task ideas:**

- Diversity poetry
- Diversity video – children put together short film about what diversity is and why it should be celebrated.
- Diversity Art Work – this could then be showcased in the classroom on PSHE board – could link to class portrait.



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# Provide a safe learning space, with consistent ground rules

Must include not asking personal questions or sharing personal information

Use correct terminology – this avoids derogatory use of language

**Establish ground rules that are consistent across year groups**

Confidentiality (unless safeguarding)

Right to pass (as long as actively listening)

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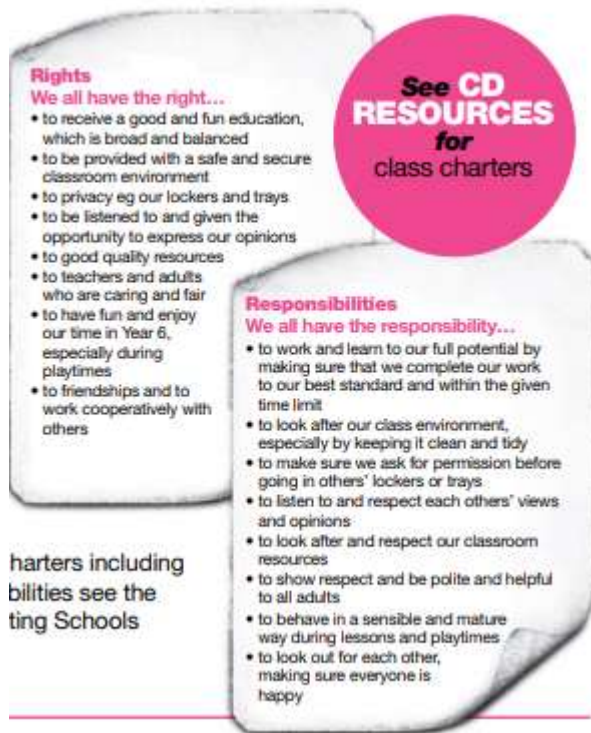
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Appendix 1 - [https://www.amnesty.org.uk/files/activity\\_4.pdf](https://www.amnesty.org.uk/files/activity_4.pdf)



**Rights**  
 We all have the right...

- to receive a good and fun education, which is broad and balanced
- to be provided with a safe and secure classroom environment
- to privacy eg our lockers and trays
- to be listened to and given the opportunity to express our opinions
- to good quality resources
- to teachers and adults who are caring and fair
- to have fun and enjoy our time in Year 6, especially during playtimes
- to friendships and to work cooperatively with others

**See CD RESOURCES for class charters**

**Responsibilities**  
 We all have the responsibility...

- to work and learn to our full potential by making sure that we complete our work to our best standard and within the given time limit
- to look after our class environment, especially by keeping it clean and tidy
- to make sure we ask for permission before going in others' lockers or trays
- to listen to and respect each others' views and opinions
- to look after and respect our classroom resources
- to show respect and be polite and helpful to all adults
- to behave in a sensible and mature way during lessons and playtimes
- to look out for each other, making sure everyone is happy

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**Appendix 2** – <https://www.educationquizzes.com/ks2/personal-social-and-health-education/manners/>

Manners are words and actions that we should use when interacting with others. They are ways to show people that we are polite and courteous. It is important to be polite and use our manners whenever possible because it helps the flow of conversation, encourages other people to interact with us and trust us, and results in friendly conversations. If manners are not used people may think that you are rude or even aggressive. Sometimes the meaning of your words or gestures can be misunderstood and can put people off from interacting with you. Some manners should be used all the time with all people. Some manners are more likely to be used in specific situations with individuals other than friends or family. One example is with a teacher to indicate a certain level of respect for their authority.

<p><b>1. Why should you use your manners?</b></p> <p><input type="checkbox"/> It gets you what you want</p> <p><input type="checkbox"/> Your parents told you to</p> <p><input type="checkbox"/> It is polite and shows respect</p> <p><input type="checkbox"/> People will believe you more</p>	<p><b>2. If you need to interrupt someone in an emergency what should you say first?</b></p> <p><input type="checkbox"/> Excuse me</p> <p><input type="checkbox"/> Stop talking</p> <p><input type="checkbox"/> Listen to me</p> <p><input type="checkbox"/> Hurry up</p>
<p><b>3. If someone does something nice for you what should you say to them?</b></p> <p><input type="checkbox"/> Do that again</p> <p><input type="checkbox"/> Please</p> <p><input type="checkbox"/> Nothing</p> <p><input type="checkbox"/> Thank you</p>	<p><b>4. If you are finding something hard and someone asks if they can help you what should you say?</b></p> <p><input type="checkbox"/> Go away</p> <p><input type="checkbox"/> Yes please</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Hurry up</p>
<p> <b>5. If you upset someone what should you say to them?</b></p> <p><input type="checkbox"/> Sorry</p> <p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> It wasn't me</p> <p><input type="checkbox"/> Oh dear</p>	<p><b>6. What should you say after a burp?</b></p> <p><input type="checkbox"/> Please</p> <p><input type="checkbox"/> Pardon me</p> <p><input type="checkbox"/> Wow</p> <p><input type="checkbox"/> Thank you</p>
<p><b>7. If someone thanks you for doing something nice for them what should you say?</b></p> <p><input type="checkbox"/> Now it is your turn</p> <p><input type="checkbox"/> I'm sorry</p> <p><input type="checkbox"/> You're welcome</p> <p><input type="checkbox"/> I'm not doing it again</p>	<p><b>8. When eating with others, which of the following is an example of good manners?</b></p> <p><input type="checkbox"/> Asking if they want to swap food</p> <p><input type="checkbox"/> Offering to finish their food for them</p> <p><input type="checkbox"/> Taking it in turns to eat</p> <p><input type="checkbox"/> Swallowing your food before you talk</p>
<p><b>9. If you want to use something that doesn't belong to you, what should you do first?</b></p> <p><input type="checkbox"/> Ask the owner</p> <p><input type="checkbox"/> Make sure no one is looking</p> <p><input type="checkbox"/> Help yourself</p> <p><input type="checkbox"/> Get your own</p>	<p><b>10. If someone is walking behind you as you go through a doorway, what should you do?</b></p> <p><input type="checkbox"/> Shut the door before they get through</p> <p><input type="checkbox"/> Run away</p> <p><input type="checkbox"/> Hold the door open for them</p> <p><input type="checkbox"/> Laugh at them</p>

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Appendix 3 – <https://www.tes.com/teaching-resource/difference-and-respect-6113750>

## Diversity...

World without diversity



World with diversity



## Which is more interesting?

World without diversity



World with diversity



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## BINGO

	Someone who likes pizza	Someone who has a dog	
Someone who has a sister	.....	.....	Someone who likes football
.....	Someone who doesn't like pizza		.....
Someone who hasn't got a sister	.....	Someone who hasn't got a dog	Someone who doesn't like football
.....		.....	.....

Someone who has blue eyes	Someone who likes maths	Someone who has brown hair	
.....	.....	.....	Someone who plays an instrument
Someone who doesn't have blue eyes	Someone who doesn't like maths	Someone who hasn't got brown hair	.....
.....			Someone who doesn't play an instrument
	.....	.....	.....

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