

I already know...

Responsibilities are the legal or moral responsibilities of people. We have responsibilities to ourselves, to resources in school, to our choices and our environment.

Rights are entitlements that all people should have. In school, we all have the right to feel safe, be respected and to learn.

The **UN Convention of the Rights of the Child (UNCRC)** is a statement of children's rights with 54 articles. It also explains how adults and governments must work together to make sure all children can enjoy their rights. It came into force in the UK in 1992.

The **law** is a system of rules enforced by a country's legal system with consequences for those who break them.

Fairness is treating others equally or in a way that is right or reasonable. This might not mean treating them exactly the same.

There are **inequalities** in the resources and opportunities that people have.

People and places are **globally connected** e.g. through trade and communication

People can have a **positive or a negative impact** on the people and places around them. E.g. people can damage the environment through their choices.

There are similarities and differences between people. We should **include and respect people individually**.

A **society** is a group of people living in an organised community. **Social** means things relating to these people.

Essential Knowledge and Vocabulary

Human Rights	The basic rights and freedoms to which all human beings should be entitled to.
Declaration	A document which sets down aims and intentions.
Transatlantic Slave Trade	A segment of the global slave trade that transported between 10 million and 12 million enslaved Africans across the Atlantic Ocean to the Americas from the 16th to the 19th century.
Discrimination	A person might be treated differently because of race, religion, age, gender or disability.
Prejudice	An opinion that is not based on reason or actual experience
Social justice	Fair opportunities and experiences in society for all.
Activist	A person who campaigns for political or social change.
Protest	Expressing disapproval/objection to something.

Explore the work of:

Locally
Paul Stephenson
Tony Benn
Banksy
Mary Robinson
Bristol Refugee Rights
Annie Kenney

Globally
Gandhi
Oskar Schindler
Rosa Parks
Nelson Mandela
Martin Luther-King



Geography

History



Chronology and main events



Interpretation and Perspective



Change and Comparison



Cause and Consequence



Society

Timeline of Human Rights

1690	Bristol ships were licensed to engage in Slave Trading in West Africa. Evidence suggests this was happening illegally prior to this.
The late 1730s	Bristol becomes Britain's main Slave Trading port.
1789	80% of Bristol's of the total value of Bristol's trade abroad is made from their involvement in the Slave Trade
1908	The Women's Social and Political Union (WSPU) was started in Bristol led by Annie Kenney.
1918	The Representation of the People Act Women of property over 20 and men over 21 got the vote. In 1928 women over 21 were given the vote and could stand for parliament.
1950	Colour bar operated by Bristol Omnibus Company. People on buses were separated due to the colour of their skin. People who were black or Asian were not employed to work for the company.
1963	Bristol Bus Boycott A Bristol Bus company was boycotted because they refused to employ someone because they were black.
1965	The Race Relations Act The first law against racial discrimination, although only in public places until 1976 when it became wider.
2000	Human Rights Act Brought into UK Law, meaning the rights from the EU agreement could be claimed in a UK court.
2006	Bristol Refugee Rights (BRR) was set up as a voluntary organisation with the aim of upholding and championing the human rights of asylum seekers and refugees.
2010	Equality Act Anti-discrimination act, including racial protection, bringing together over 116 laws.
2013	An apology from <i>Unite</i> , formerly the Transport and General Workers Union, issued an apology for the segregation of people on buses 50 years ago.
2020	The statue of Edward Colston was pulled down and thrown into Bristol Harbour in June 2020. The statue's plinth remain empty.



Coherence – Prior Knowledge

LKS2

- Societies are connected, locally, nationally and globally
- Human actions have an impact on society – both positive and negative
 - JIGSAW: UN Convention on rights of a child and my own rights



Critical thinking and compassion

Which human rights do you feel are most important and why? How did human rights change following the abolition of slavery? How does it relate to other significant global events? Who are significant human rights activists and what have they achieved? Which human rights are currently still challenged and why? How can we change this? What sort of protest is most effective and why?



Creativity

How should controversial history, such as individuals involved in Bristol's slave trade, be remembered and learnt about? What does respect mean to you?



Communicate

Opportunities for debate. Present the outcome of your own personal representation to an audience. How do activists/artists communicate their messages?



Collaborate and connect with the community

Create, lead and share an exhibition of human rights to a wide audience, articulating how your personal views have been informed by history and current law. Consider how this could reach a wider audience virtually – e.g. a year group website page.



Coherence –

Connections between subjects

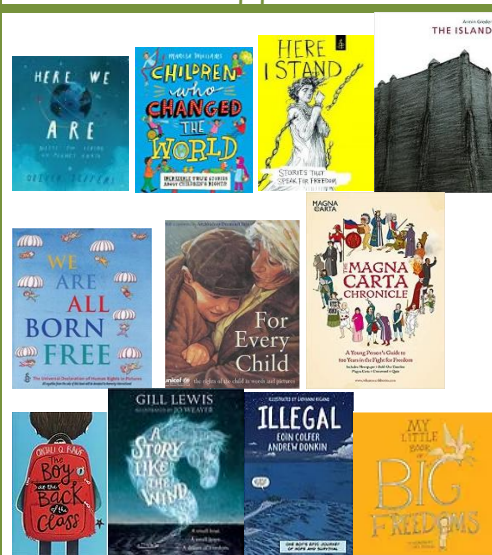
Cycle A

Be Safe	Being Me in My World	
Science	Materials	
Computing	Coding	
PE	Gymnastics	Rugby
Art	Shepard Fairey - stencil	
Spanish	Los Verbos Irregulares Irregular verbs	
DT Week		
RE Week	Believing	



Quality Texts

Fiction to focus on particular rights of interest to pupils.



Enrichment/Organisations

- <https://www.equalityhumanrights.com/en/what-are-human-rights/history-human-rights-britain>
- <https://www.equalityhumanrights.com/en/lesson-plan-ideas>
- <https://www.bih.org.uk/history>
- <https://globaldimension.org.uk/resource/learning-about-human-rights-in-the-primary-school/>
- <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>
- <https://www.oxfam.org.uk/education/resources/teaching-controversial-issues>
- <https://www.oxfam.org.uk/education/resources/education-for-global-citizenship-a-guide-for-schools>
- <https://www.oxfam.org.uk/education/resources/global-citizenship-in-the-classroom-a-guide-for-teachers>
- <http://www.niahouse.org/blog-fulton/2016/11/3/40-childrens-books-about-human-rights-social-justice>