



Rights Respecting Overview

The below document illustrates the how we include the 'Rights' into our whole school curriculum.

The Progression Map below aims to provide an overview of specific experiences and knowledge linked to Rights that our pupils gain while part of our school in areas of the curriculum where they are most prominent. The vocabulary boxes illustrate how the children's knowledge and understanding develop as they progress through school. However, as children's rights are so intrinsic to our school culture and ethos, our pupils are surrounded by the language and experiences of Rights as soon as they join our school, knowledge and experiences often cross key-stage boundaries.

A Rights are for ALL children. UNIVERSAL	B Rights are there at BIRTH. INHERENT	C Rights CANNOT be taken away. INALIENABLE	D Rights DO NOT have to be earnt. UNCONDITIONAL	E All rights are EQUALLY important. INDIVISIBLE
--	---	--	---	---

We use 'The ABCDE of Children's rights' as one way to help children learn about the nature of rights.

To ensure that we teach about 'Children's Rights' appropriately throughout our curriculum we have grouped them into 6 groups, see below.

Participation

You have a right to say how you feel, be listened to, and taken seriously

Participation - To develop their knowledge, skills and values to be active **Global citizens** of the future.

2 All children have these rights no matter what their differences are.	12 I have the right to be listened to, and taken seriously.	13 I have the right to get information and share my views.	14 I have the right to have my own thoughts and beliefs, and to choose my religion, with help from my parents.	15 I have the right to meet with friends and join groups.	29 I have the right to an education which develops my personality, interests and abilities.	30 I have a right to speak my own language and to follow my family's way of life.
--	---	--	--	---	---	---

Survival

You have a right to life, good food, water, and to grow up healthy

Survival – To have access to medication, good food and water required to live a healthy life.

6 I have the right to live and grow as a person.	24 I have the right to be as healthy as possible.	26 If my family need it, they should get money to help bring me up.	27 I have the right to have a proper home, food and clothing.	28 I have the right to an education.	33 I have the right to be protected from dangerous drugs.	39 I have the right to help to get better if I have been hurt or badly treated.
--	---	---	---	--------------------------------------	---	---

Development

You have a right to an education and time to relax and play

Development - To develop **physically, mentally, emotionally and socially**.

6 I have the right to live and grow as a person	15 I have the right to meet with friends and join groups	17 I have the right to get information in lots of ways so long as it's safe	24 I have the right to be as healthy as possible	26 If my family need it, they should get money to help bring me up	27 I have the right to have a proper home, food and clothing	28 I have the right to an education	29 I have the right to an education which develops my personality, talents and abilities	31 I have a right to rest, relax and play	32 I have the right not to have to work unless I am old enough and it is safe
---	--	---	--	--	--	---	--	---	---

Protection

You have a right to be treated well and not be hurt by anyone

Protection - To ensure adults have the relevant knowledge to provide children with a **safe and secure** environment, away from abuse and harm.

3 Adults must do what's best for me	5 My family should help me know and use my own rights	9 I have a right to live with my family if they can keep me safe	10 I have the right to see my parents if they live in another country	11 I have the right not to be taken out of my country illegally	18 I have the right to support from both parents, if possible	19 I have the right to be protected from being hurt or badly treated	20 I have the right to be looked after if I can't live with my own family	21 I have the right to have the best care if I am adopted	22 If I am a refugee, I have a right to help, protection and the same rights as children born in this country	25 If I am not living with my family, people should keep checking I am safe and happy
---	---	--	---	---	---	--	---	---	---	---

26 If my family need it, they should get money to help bring me up	27 I have the right to have a proper home, food and clothing	32 I have the right not to have to work unless I am old enough and it is safe	33 I have the right to be protected from dangerous drugs	34 I have the right not to be touched in ways that make me feel uncomfortable, smelly or sad	35 I have the right not to be hit, slapped, or hurt with a belt	36 I have the right not to be taken out of my country unless it is safe	37 If I break the law, I have the right not to be punished in a cruel or unnecessary way	42 Everyone should know about children's rights
--	--	---	--	--	---	---	--	---

Knowledge - To understand the **importance and relevance of their rights** and how they impact their lives.



1 Everyone under 18 has rights	3 Adults must do what's best for me	4 Governments must protect and respect my rights	5 My family should help me know and use my own rights	17 I have the right to get information in lots of ways so long as it's safe	28 I have the right to an education	37 If I break the law, I have the right not to be punished in a cruel or unnecessary way	40 I have the right to be treated as a child if I break the law	41 If the laws in my country protect me better than the policies of the UNICEF, then these laws should apply	42 Everyone should know about children's rights
--	---	--	---	---	---	--	---	--	---

Identity - To ensure that both themselves and other understand the importance of **protected characteristics** and individual **identity**.



2 All children have these rights no matter what their differences are	7 I have a right to a name and to belong to a country	8 I have a right to an identity	10 I have the right to see my parents if they live in another country	14 I have the right to have my own thoughts and beliefs, and to choose my religion, with help from my parents	16 I have the right to keep some things private	23 If I am disabled, I have the right to special care and education	29 I have the right to an education which develops my personality, talents and abilities	30 I have a right to speak my own language and to follow my family's way of life	38 I have the right not to join the armed forces	39 I have the right to help to get better if I have been hurt or badly treated
---	---	---	---	---	---	---	--	--	--	--

Through linking these groups of 'rights' to their current learning and life experiences we ensure they remain relevant, engaging and purposeful. Linking the whole group ensures a wider number of rights is discussed and the teachers can identify which they think are most age and activity appropriate.

EYFS	Key Stage appropriate Vocabulary		<ul style="list-style-type: none"> • Children discuss the meaning of respect what this looks like in practice. • Understand that all children have Rights • Understand that all adults should respect children's rights and make sure they are fulfilled. • Understand that children must respect their own rights and the rights of others. 					
	PSED		Literacy		Understanding the world		British Value	Other
	Nursery	Reception	Nursery	Reception	Nursery	Reception		
Throughout the year	Appropriate interactions with peers and adults. Social interactions Development Protection Participation Knowledge		Key text – 'Amazing Grace' Participation Identity		Different families – discussion of own family and share photos. Participation Identity		Language of the moment Artist of the term Composer of the month	
Autumn 1	Social interactions. Building relationships Development Protection	Class rules Settling in Building relationships Social interactions Participation Protection		'We are all different' 'My World, Your World' 'My Hair' Talk about tribes Participation Survival Identity	Comparing family groups	Myself and my family Survival Development Participation Identity		Democracy Participation Knowledge Identity
Autumn 2		Dealing with Conflict and change	Peppa's Diwali / My Most Exciting Eid	'Rima and Sita' 'Peppa's Diwali'	Diwali Christmas celebrations Special people to me Protection Participation Identity		Mutual Respect Knowledge Identity	World Hello Day Participation Identity

		Building confidence Development Protection Knowledge	/ Nativity Story – different celebrations focus Identity					
Spring 1	Class rules Participation Knowledge	Empathy Feelings Learning about others Participation Identity Knowledge Development	Book 'Chopsticks'	Super Daisy Development Identity	Chinese New Year Globe	Chinese new year Fat Thursday (Polish celebrations)	Tolerance of other beliefs	
Spring 2	Caring for others Protection	Caring for others Changes in our body Lion & Mouse story Identity Survival Development		'The most exciting Eid' Identity Participation Knowledge Development	Easter Looking after their environment Survival Identity	Easter Romanian & Polish Easter (or Easter around the world)	Rule of Law	World Book Day Identity
Summer 1	Getting to know you – say hello in home languages and look at map (sense of self) Identity	Healthy bodies Healthy minds Survival Development Knowledge Identity	Traditional tale – the boy who cried Wolf (Nigeria) Identity		Book corner – books celebrating natural and curly hair. Barbies hairdressers – multicultural	Different environments	Individual Liberty	Litter picking

Summer 2	Caring for other animals – minibeasts T4W	Transition Preparing for next year Participation Development Identity	' Finn the Shark' story about pollution in the oceans. Identity. Survival. Participation	World Environment Day Identity Survival Participation	Our beautiful world Identity Survival Participation Protection	All above	
----------	---	--	--	---	--	-----------	--

KS1	Key Stage appropriate vocabulary		Rights Holders Community	Duty Bearers Campaign	Fairness	Diversity	Inclusivity / inclusion
Year 1/Term	English Reading	Writing	Geography/History/Science	PSHE / Current News/ Environment			Science Other
Throughout the Year	'Handa's Surprise' as key text Lost and Found Identity		Inspirational Scientists Participation Knowledge	Picture News Survival Identity			Language of the moment. Artist of the term Composer of the month Identity
Autumn 1 Democracy			History – comparing old and new toys Participation	PSHE - Being fair Working together Participation Protection		Animals different habitats – countries	
Autumn 2 Mutual Respect		Handa's Surprise – Writing Identity	UK Countries and capital cities. Using atlases and maps	PSHE – Keeping myself safe Friendships Participation. Identity. Survival.			World Hello Day Identity Participation
Spring 1 Tolerance of other beliefs							RE – Islam Identity

Spring 2 Rule of Law			Climate – equator North and South pole Hot and cold climates Similarities and different in various parts of the world Survival	PSHE -Respect Positive relationships Participation Protection Identity		RE – Islam Identity
Summer 1 Individual Liberty			Changes in parents life – significant events Development	PSHE - Aspirations How we are different and similar to other people Development Identity	Plants –growth and looking after the environment Survival	DT – Fruit kebabs Survival
Summer 2			Area surrounding school Differences and Similarities in local setting	PSHE -People in the community – safety Survival		World Environment Day

Year2	English		Geography /History/Science	PSHE / Current News/ Environment/Mindfulness/Just a minute Survival	Science	Other
	Reading	Writing				
Throughout the Year	Books Pumpkin Soup Amazing Grace Flat Stanley Gruffalo Emily Brown and the Thing Owl who's afraid of the dark Meerkat mail Identity		Inspirational Scientists Participation Knowledge	Picture News Litter picking Gardening club Development Identity		Language of the moment Developing willingness to participate in activities both in and out of class. Artist of the Composer of the

Autumn 1 Democracy			Water – where from and how to save water – basic needs Survival Using resources and ask questions to find our about the past	PSHE – Rules making and changing rules Participation PSHE - Keeping our minds and bodies healthy	Healthy eating and exercise Animals/humans basic needs Survival Development	Computing - Online safety Protection
Autumn 2 Mutual Respect	Instruction writing		UK and surrounding countries and oceans Our changing world - climate Survival Protection	PSHE – We are all equal Participation Identity Development PSHE – Shared responsibility	Seasonal germination and the basic needs of plants 1	World Hello Day Identity
Spring 1 Tolerance	‘The Storm whale’ – a story with world issues		What was the British Empire? Changes during the reign of Queen Victoria and Queen Elizabeth II	PSHE - Keeping safe Money management Thanks for Everything – Fairtrade Protection Development	Materials and their properties Suitability of materials for their purpose	Chinese New Year
Spring 2 Rule of law	Non – fiction Tigers Survival Development Knowledge		Climate hot and cold countries	PSHE – Healthy relationships Development Protection		Planting for the KS1 plant sale Romania 1 st March Martisoral festival Friendship bracelets

Summer 1 Individual Liberty	Traditional tale: Jack and the Beanstalk Protection	The role of a 'Knight' in today 's society and in medieval times Knowledge	PSHE -Justice What does fairness mean? Everyone has equal rights. Knowledge	Habitats of animals Local wildlife	Rand Farm trip – animal care RE – Islam
Summer 2	KS1 Plant sale – posters, persuasive letters 'The Tin Forest' – a changing planet Class reader-The Ginerbread Bee's Poland Survival	School ground and beyond	PSHE - Listening and responding appropriately to others. Participation Knowledge Identity	Ecoystems Survival	Environment Day RE – Islam KS1 Plant Sale Survival Identity

LKS2	Key Stage appropriate vocabulary	Rights Holders Diversity Justice Advocate British Values	Duty Bearers Inclusivity / inclusion Global Citizen Society	Equity / Equality Community Sustainability Diversity.	Fairness Campaign Dignity Civil/criminal law
Year 3	English Reading Writing	Geography History/Science	PSHE / Current News/Environment	Art/Music	Other
Throughout the Year	Reading newspaper articles. Participation Knowledge Identity Class Reader (Nigeria) Chicken in the Kitchen by Nnedi Okorafor	Inspirational Scientists Participation Knowledge	Recycling paper in the classroom Picture News - weekly Survival Identity	Artist of the term Composer of the month	Language of the moment Language angels. Local Landscapes Hidden History workshops

	Comprehension tasks focused on Black History. 3 to be completed throughout the year					
Autumn 1 Democracy				PSHE – rules Black History Month Identity		
Autumn 2 Mutual Respect			European countries Learn key words whilst looking at European countries.	PSHE – Anti-bullying Exploring negative feelings. Financial Literacy - money		World Hello Day Italy Identity
Spring 1 Tolerance			Globalisation with Ancient Egypt -trade and the river Nile.	PSHE – Aspirations		
Spring 2 Rule of Law			Study of a European country - Spain and Catalonia Trade on the river		Music from around the world	Ramadan/Eid stories – ‘Ramadan Moon’ and ‘Ramadan and Eid’
Summer 1 Individual Liberty			Ancient Greece – democracy	PSHE – Challenging Stereotype Identity		
Summer 2		Letter writing – surviving a volcanic eruption Non-chronological reports on volcanoes	Volcanoes and Earthquakes	PSHE – looking after the environment Survival Identity		World Environment Day Survival Identity

Year 4	English		Geography	History	PSHE / Current News/Environment	Science	Other
	Reading	Writing					

Throughout the Year	<p>First News Nat Geo Kids/Eco Kids magazine in guided reading text with year group appropriate questions.</p> <p>Books – ‘The Boy at the back of the class’ ‘When the mountains roared’</p> <p>‘Too Small Tola – Nigeria Links with Gombes Standard School in Uganda</p> <p>Participation Knowledge Identity</p> <p>Comprehension tasks focused on Black History. 3 to be completed throughout the year</p>	<p>The different contributions of different Nationalities in class discussions often leads to spontaneous in-depth conversations.</p> <p>Geo Guessr Globe Local Landscapes</p> <p>Participation Identity</p>	Hidden Histories workshops	<p>Recycling paper in the classroom</p> <p>Survival</p>	<p>Inspirational Scientists</p> <p>Participation Knowledge</p>	<p>Language of the moment</p> <p>MFL – French</p> <p>Artist of the term Composer of the month</p> <p>RWV Comparing Christian, Hindu and Judaism</p> <p>Identity</p>
Autumn 1 Democracy	<p>Black History Month</p> <p>Nelson Mandela Rosa parks</p> <p>Identity</p>		Impact of Roman empire on Britain			
Autumn 2 Individual Liberty	Persuasive text – linked to North and South America	North and South America		<p>PSHE – Confidence</p> <p>Participation Knowledge</p> <p>RE – Pilgrims</p>		<p>World Hello Day</p> <p>Polish/Roman Christmas to compare to UK</p> <p>Identity</p>

Spring 1 Rule of Law					PSHE – Aspirations Development	Learn polish Phrases	
Spring 2 Tolerance of other beliefs	Text linked to deforestation. Report writing		Brazil		PSHE – right and wrong Knowledge		YLA
Summer 1 Mutual Respect	Eid/ Ramadan – Non-fiction				PSHE – Celebrating diversity Identity	Habitats	
Summer 2			Rivers and mountains - water cycle				Learn Romanian phrases

UKS2	Key Stage appropriate vocabulary		Rights Holders. Diversity. Justice Advocate	Duty Bearers Inclusivity / inclusion. Global Citizen Society	Equity / Equality Community. Sustainability	Fairness Campaign Dignity	
Year 5	English Reading Writing		Geography	History	PSHE / Current news/Environment	Science	Other
Throughout the Year	Nat Geo Kids/Eco Kids magazine in guided reading text. Books- ‘The Wolf Wilder’ ‘The Breadwinner’ ‘Young, Gifted and Black’ ‘Dream Big’ First News non fiction texts Windrush Child Identity		Globe Flagle Worldle Newsround		Recycling paper in the classroom Survival Identity	Influential Scientist Participation Knowledge	Language of the moment MFL – French Language Angels Artist of the term

	Comprehension tasks focused on Black History. 3 to be completed throughout the year					Composer of the month
Autumn 1 Democracy	Recounts and newspaper articles Participation Knowledge Identity			PSHE – rules UNCRC Barriers to rights Participation		
Autumn 2 Individual Liberty		Persuasive writing Participation Knowledge	Locational knowledge	PSHE – Conflict Protected characteristics Knowledge Participation		World Hello Day Black History Month Identity
Spring 1 Rule of Law	Aesop’s fables		Victorian – child labour and how it still happens in parts of the world	Tolerance of other faiths – mental health		
Spring 2 Tolerance of other beliefs			Human and Physical Study of Lincoln	PSHE – Keeping safe Protection Effect of litter on local environment Survival		Art – local landscapes
Summer 1 Mutual Respect	Polish folkstory		Black History – Rosa Parks discussion Identity	PSHE – How we are the same and different PSHE - UNCRC Knowledge Identity	Habitats	
Summer 2	Newspaper articles Biography		Fieldwork Sustainability - awareness of climate issues. How their actions affect others			World Environment Day Survival

Year 6	English		Geography	History	PSHE / Current News/Environment	Science	Other
	Reading	Writing					
Throughout the Year	First News Nat Geo Kids/Eco Kids magazine in guided reading text with year group appropriate questions. Books- ‘Crater Lane’ ‘Code Name Kingfisher’ ‘Fight Back’ ‘Boy, Everywhere’ ‘The Girl Who Stole An Elephant’ Participation Knowledge Identity Comprehension tasks focused on Black History. 3 to be completed throughout the year		Eden Camp trip Remembrance Parade - IBCC Local Landscapes Hidden Histories workshop RWV curriculum PSHE – consent/peer pressure/ online safety		Recycling paper in the classroom Caring for the environment – right and wrong Survival Identity	Influential Scientist Participation Knowledge Career Awareness	Language of the moment MFL – French Artist of the term Composer of the month Intergenerational project Construction/ Engineering @lincolnshire showground Identity workshop Pictures News
Autumn 1 Democracy					PSHE – rules Habitats and the environment LGBTQ – PSHE - Rights of a child		
Autumn 2 Individual Liberty			Latitudes, Longitudes, Equator, northern and southern Hemisphere, tropics or Cancer, Antarctica, Arctic, Capricorn and Arctic time zones				World Hello Day - Nigeria Identity
Spring 1 Rule of Law	Newspaper reports Participation Identity				PSHE – internet safety		

	Knowledge					
Spring 2 Tolerance of other beliefs			Protecting the planet. Natural energy resources Climate issues Survival			NIGERIA - Celebrate Eid – Make happy Eid cards for our Muslim children and discuss the celebration. Discuss the day. Identity
Summer 1 Mutual Respect	POLAND – For part of our Reading session, we will use a Polish story which will be read aloud by a Polish child. <i>'The Frog Princess'</i> . We will then answer related questions and discuss the themes within the text.				Habitats	SMSC – multicultural differences to promote tolerance of other beliefs and faiths Knowledge Identity
Summer 2		Persuasive texts	Crime and punishment workshop School Production	Plastic pollution RSE - rights		World Environment day Survival