

Respecting Rights: Respecting Others

Aim: To recognise that their behaviour can affect other people. To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). I can show respect for the rights of others and understand why this is important.	The Big Questions: What could happen if we didn't show respect for the rights of others? How can we show respect for the rights of others?	Resources: Lesson Pack It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack.
Success Criteria: I understand that all people have the same rights. I can explain what respect means. I can decide if people's rights are being respected or not. I can think about how people might feel if their rights are not respected.	Key/New Words: Rights, respect, kindness, care, accept, equal, safe, loved.	Preparation: Respecting the Rights of Others Picture Cards – one set per small group Showing Respect Activity Sheet – one per child

Prior Learning

It would be helpful if the children had previously discussed the concept of treating others with kindness, no matter who they are or where they are from.

Special Considerations

Be aware of any children in your class who are facing difficult situations – perhaps ones where their rights are not being respected. Before the lesson, consider how you might tackle this.

Learning Sequence

	Reconnecting – We All Share the Same Rights: Share and discuss the Big Questions. Put the children into pairs and ask them to think of a right that all people share. Invite each pair to share their thoughts. Using the Lesson Presentation, review what the rights are that all people share. Emphasise that no matter who we are or where we are from, we all have the same rights.	
	Exploring – Respect: Ask the children to share what respect means to them. Read the information given in the Lesson Presentation to define what respect means. Explain that respect means you think carefully about the feelings, wishes and rights of others. Showing respect for others helps them feel safe, happy loved and cared for.	
 	Exploring – Respecting the Rights of Others: Using the Lesson Presentation, review what rights all people share. Put the children into groups and distribute a set of the Respecting the Rights of Others Picture Cards to each group. Ask the children to talk about each picture and sort the cards into two groups by deciding if the rights of others are being respected in the picture or not. Invite each group to share their thoughts and explain their thinking. Summarise how we can show respect for the rights of others by reading the information in the Lesson Presentation.	

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	Reflecting – Rights without Respect: Read the information in the Lesson Presentation to highlight the importance of showing respect for the rights of others. Ask the children to take a moment to think about how people feel when their rights aren't respected. Invite them to share their thoughts. Elicit the idea that when people's rights are not respected, they can feel sad, angry, lonely and frightened. These feelings can lead to people falling out with each other. Explain that there are people all over the world working hard to make sure people's rights are respected – we can do our bit by respecting the rights of others in school and our local community. Return to the Big Questions and assess the children's learning by asking how they are going to use what they have learnt today.	
	Consolidating – Showing Respect: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Give each child a Showing Respect Activity Sheet, on which they draw a picture showing the rights of others being respected. They also write a sentence to explain why it is important to show respect for the rights of others.	
	Supporting: Ensure that children are working in mixed ability groups and that those less confident in sharing their thoughts verbally are supported.	
	Extending: Ask the children to consider how they could help to protect the rights of the people whose rights are not being respected in the Respecting the Rights of Others Picture Cards. This could be done verbally or through writing.	
	Developing: Work as a class to create a charter on how to show respect for the rights of others in school – share and display this with the school community. This could be done in conjunction with the school council and the senior leadership team, if appropriate.	

Learning Environment:

Follow these guidelines to help you create a safe, supportive climate for learning when you are preparing to teach PSHE and Citizenship.

Policies:	If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
Rules:	Remind children of the class agreement or ground rules for discussion.
Expect:	Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
Procedures:	Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
Ask:	Encourage children to ask any questions they may have before, during or after the lesson and provide a Question Box for children to submit questions anonymously if they prefer.
Respond:	Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
Enable:	Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.

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