

Assessment of Learning

Understanding	Skills	Attitudes
<p>Developments in children's understanding of human rights issues are indicated by a capacity to</p> <ul style="list-style-type: none"> • make appropriate use of human rights vocabulary (e.g., needs wants, respect, rights); • recognise issues relating to human rights and responsibility in everyday scenarios; • identify situations which illustrate conflicts of human rights; • provide examples of and talk about the promotion and protection of human rights. 	<p>Developments in children's skills in exploring human rights issues are indicated by an ability to</p> <ul style="list-style-type: none"> • listen respectfully; • communicate ideas and perspectives clearly; • work collaboratively in groups; • propose solutions to human rights conflicts and problems; • engage in class discussions and debates. 	<p>Developments in children's attitudes in exploring human rights issues are indicated by an ability to</p> <ul style="list-style-type: none"> • identify attitudes which may be limiting or prejudicial; • identify changes in their own attitudes; • reflect on their own attitudes to the ideas and opinions of others; • display tolerance to others whose attitudes differ from their own; • recognise the link between attitudes and actions.

Lesson 1



**CRC Article 29: All children have the right to be the best they can be.
How do you show the best that you can be? What resolutions might you set?**

Key Objectives:	To discuss and share our hopes and aspirations for the future. To look at ways to develop our listening skills. To think about ways in which we can be the best that we can be and make a difference. To set some of our own resolutions and order them.
CRC Articles:	CRC Article 29: All children have the right to be the best they can be.
Links to Global Goals:	Global Goals: 3, 4
Links to SMSC:	Moral Development: Understanding the consequences of behaviour and actions.
Links to British Values:	Individual Liberty

Resources:

10.01.24 PPT

Post-it notes (if you would like to use for Slide 11 activity) or master templates available of the diamond 9 ranking activity which have been photocopied.

Work through PPT:

Starter:

Puzzle- Which is the odd one out? (C is the odd one out. The letters A, B and D each rhyme as the word rhymes with the pattern. E.g. wipes and stripes)

Remind children about being a Gold Rights Respecting School and the charters at Timothy Hackworth.
Link this to the start of a new year and the tradition that some people may have of setting resolutions.
Link to CRC Article 29: All children have the right to be the best that they can be.
Link to The Timothy Hackworth child.
Work through the PPT and discuss.

Task/activity:

Slide 11: In mixed groups, children to reflect and discuss potential resolutions they may like to set themselves. This can be discussed and then recorded on the diamond 9 template or by using post-it notes to create a diamond 9.

Encourage resolutions which positively impact and make a difference to a number of parties (individuals, family, friends, school, local community, our world)

Plenary/reflection:

Slide 14: Moral Development (SMSC reflection)

Slide 15: Individual Liberty (British Values)

Slide 16: Global Goals

Reading recommendations:

Slide 18: Please share the Reading Recommendations list linked to today's theme- resolutions and goals. This is now included to continue to raise the profile of reading for pleasure.

*Please send two good examples of the resolutions/diamond 9 activity to Mrs. Simpson-May. Thank you! ☺