

Purpose (COPS School Aims) of topic:

1. Learning

a b c d e f

2. Self

a b c d e f

3. Situations

a b c d e

4. Relationships

a b c d e

Topic Theme:

**Children's
Rights**

Aut/Spr/Sum

NC 2014 PoS:

Rigour

Relevance

Overview: This unit came about following a training day a few years ago in which children's rights were discussed. During this, it was stated that children should KNOW their rights which sparked debate as to whether our children really do. Moreover, do children recognise how – in a democratic Western 21st century society - their needs are met when compared to children in different historical time periods (Victorian) and countries. Within the unit comes a child protection angle; children will learn the correct pathways they can take (e.g. Childline/ NSPCC). Children will experience, first-hand, one or more of their rights being removed in class. The children will work towards an oral presentation which will include a TV infocast (on one right) a produced leaflet (covering all of the rights) to an initial audience of their peers and Headteacher. This leads to a further real audience, for the top two groups in each class, of a Cluster School Year 6 class (OR AN ADULT AUDIENCE OUTSIDE OF SCHOOL – Jess Peters to be contacted to see if she has an idea). This then feeds into our history topic on Victorian children (which largely focuses on the lives of the poor) and includes a trip to Hartlebury Museum to enable children to experience the reality of a Victorian childhood.)

COPS School Aims	Learning Objectives	Summary of Learning Activities / Trips / Real Audience / End Product or Task / Use of Outdoors <u>NOTE: LEARNING OBJECTIVES WILL BE ADDED IN THIS SECTION ONCE PITCH HAS BEEN APPROVED.</u>	Reality
		<ul style="list-style-type: none"> • Deprivation of rights within class e.g. take away playtime / removal of ICT / removal of name / discriminatory PE or sessions based on gender. Alternatively, present children with a newspaper article about a local school in which children's rights have been removed (girls taught home ec/boys taught wood work, children's names are replaced by numbers, children no longer have break times, ICT/Art/Music removed from curriculum, P.E is drill, physical punishment re-introduced – similar to Victorian times) OR present the children with Government proposals in which children's rights have been removed. How would they feel? Would they like this to be introduced to our school? • Research – what are children's rights? • Use 'Oliver' to illustrate children's rights not being in place (whilst children watch film make notes of times in which characters in film are not having rights met). Link to Victorians. • Share over-arching task – to create a campaign based on Children's Rights, in which children in the local area (COPS pupils and cluster schools) will be made aware of what their rights are and what they must do if their rights aren't being met. Furthermore, we will contact Child Protection Trainers (through Jess Peters if proposal goes ahead) to discuss possibility of our campaign being used by them for training purposes. The campaign will 	

consist of:

- An individual leaflet (literacy)
 - A TV info-cast – children to work in teams of 3-4 to focus on a particular right (8 groups altogether) and produce a short film combining drama and information about what specifically their right is (ICT and drama)
 - The info-casts will be combined to create a short documentary film to be shared with an initial audience of JH and COPS pupils in assembly
 - Groups of children to go to cluster schools to share presentation with other year 6 classes
 - (possibility of link with Child Protection agency – TBC)
- Letters to Heads of Cluster Schools asking if they can present their work to a Y6 class.
- This will feed into work on Victorian children and how life in Victorian times (pre-children's rights) differs from life today. While focusing on different aspects of Victorian children we will keep returning to the questions – were their children's rights being met? Within Victorians focus on:
 - Work (including jobs and work houses)
 - Education and school
 - Living conditions and housing
 - Health and illnesses
 - Leisure time
- Raising awareness that in some parts of the world, even today, children are deprived of their rights and are living like Victorian children, i.e – sweat houses in India, China, etc.