

PSHE - Year 6 – Spring Term – Human Rights

Vocabulary

Article	A separate clause or paragraph of a legal document or agreement outlining a single rule or regulation.
charter	A written statement of the rights of a specified group.
conflict	A serious disagreement or argument.
equal	Having the same status, rights or opportunities.
identity	The characteristics determining who or what a person or thing is.
Martin Luther King Jr.	The most visible spokesperson in the Civil Rights movement.
movement	A group of people working together to advance their shared political, social or artistic ideas.
Nelson Mandela	A South African anti-apartheid revolutionary, political leader.
non-violent	Using peaceful means rather than force to bring about political or social change.
privacy	The state of being free from public attention.
right	A moral or legal entitlement to have or do something.
United Nations	An international organisation to increase political and economic cooperation among its members.

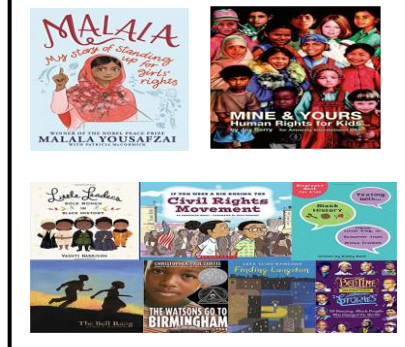
Skills

To be able to compare and contrast.

To discuss and feedback.

To question and record.

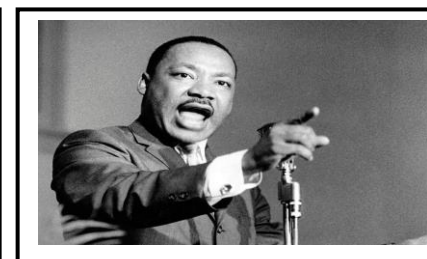
Books



Knowledge

By the end of this topic you will learn:

- Understand the Declaration of Human Rights.
- Explain the idea of non-violence.
- Know key individuals who have been part of the non-violent movement across the world.



What I should be able to do and know now.	Growth Mindset Strategies	What I will know and be able to do at the end of the topic.
<p>Knowledge:</p> <ul style="list-style-type: none"> To have an understanding of different struggles throughout history. To understand that people's rights have not always been equal. To know what freedom is. Understand that there are different concepts of justice. Understand that different people have different political and social beliefs, religious viewpoints and cultural differences. <p>Skills:</p> <ul style="list-style-type: none"> To see a situation from other peoples' viewpoints, to assess the consequences for all involved. To analyse the consequences of a choice to decide on positive and negative action. 	<p>Understand the difference between a FIXED mindset and a GROWTH mindset.</p> <p>Be Curious; Be courageous.</p> <p>Challenge yourself. Ask, 'What could I do differently next time?'</p> <p>Give everything your best effort and persevere.</p> <p>Practice Practice Practice</p> <p>What I will be learning</p> <ul style="list-style-type: none"> Identify human rights. Understand why the Universal Declaration of Human Rights was written. Explain the idea of non-violence. Explain the impact of key individuals in the non-violent protest movement. 	<p>Knowledge</p> <ul style="list-style-type: none"> We all have the right to life, and to live in freedom and safety because ... We all have the right to life, and to live in freedom and safety, but ... We all have the right to life, and to live in freedom and safety, so ... Education is a right. Primary school should be free because ... Education is a right. Primary school should be free, but ... Education is a right. Primary school should be free, so ... Martin Luther King Jr. believed in protesting against unjust laws non-violently because .. Martin Luther King Jr. believed in protesting against unjust laws non-violently, but ... Martin Luther King Jr. believed in protesting against unjust laws non-violently, so ... <p>Skills</p> <ul style="list-style-type: none"> The human rights of children contrasts to the human rights of adults because ... The human rights of children contrasts to the human rights of adults, but ... The human rights of children contrasts to the human rights of adults, so ...