|  |
| --- |
| **Autumn 1** |
| **w/c**  | **Theme** | **Articles** | **ASDAN life skills** | **Suggested Activities From RRS – Use ASDAN life skills challenges to help you plan activities** |
| 9th September  | RRS class and corridor charters  | Article 1 – everyone under 18 has these rights  | Understand children’s rightsChallenge ref: 5313 | Create a class charter that is relevant to and made by each class. Use rights selected from the CRC which are deemed to be most relevant to the class. The rights should be worded in language that is meaningful to the children. Charters need done for yard, medical room, corridors also. See examples of charters around school/internet. Key words must also be included on them for example duty bearers, rights holder. See charter document on SharePoint for a guide.  |
| 16th September  | Recycle week | Article 24 – right to a safe, clean environment  | Y7: Learning about RecyclingChallenge ref: 1706Y8: Exploring RecyclingChallenge ref: 2086Y9: Recycling products to make artworkChallenge ref: 4856Y10: Recycling clothing to create a new fabric productChallenge ref: 2721Y11: RecyclingChallenge ref: 2661 | Encourage students to come up with activities to do during recycle week – recycle monitors in each class? Posters around school? Newsletters to help inform parents/carers about plastic waste and how to recycle? Work on student blog? Write to local MP to ask for more recycle bin in local area? Create and laminate posters for what should go in each bin to give to members of the community for their bins. |
| 23rd September | International Day of Sign Languages (23rd Sept) | Article 23 – Children with disabilities | Early expressive hand under hand and on-body sign languageChallenge ref: 3770*Completed over different weeks**w.c 23rd Sept**w.c 5th May* | Start with finger spelling... [https://www.twinkl.co.uk/search?q=bsl+alphabet&c=244&ca=24&ct=sen&r=teacher](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.twinkl.co.uk%2Fsearch%3Fq%3Dbsl%2Balphabet%26c%3D244%26ca%3D24%26ct%3Dsen%26r%3Dteacher&data=05%7C02%7Cd.copestake%40croft.school%7C860bbe54194840f262ae08dca6f81d97%7C45dfff5283644d73bf3a8f98bdf10d87%7C0%7C0%7C638568831803980522%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=aFZt4D%2F4t7yKDZo3oVcPO%2FL5cTHeDKo2%2FbqfxuqYd0c%3D&reserved=0) this site also has the signs for different objects[https://www.signbsl.com/](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.signbsl.com%2F&data=05%7C02%7Cd.copestake%40croft.school%7C860bbe54194840f262ae08dca6f81d97%7C45dfff5283644d73bf3a8f98bdf10d87%7C0%7C0%7C638568831803997768%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=ib3rR4HqA1LqWrBLZxmVrVSTPK0dLALoAEah44QYTtw%3D&reserved=0) - this is a BSL dictionary... Has loads of videos of different signs. We use the man with the ginger hair as our go to. They could also do the different greetings, hello, good morning, good afternoon, how are you? Then give different emotions (these are all on the dictionary and on the twinkl link I've sent you.The questions can be "Name you what?"Response "name me what ....."The other question could be "want what?"Response "want what...." this would allow them to request objectsOr "That what?" Response "that what...." |
| 30th September AND7th October | Black History Month |  | KS3: Research a famous historical personChallenge ref: 1776KS4: Research a famous historical person (Level 1)Challenge ref: 3872 | There are many statues around the world to commemorate people who have made a difference in some way. How many statues of black people do you think there are in the UK? Read [this article](https://www.bbc.co.uk/news/53014592) from the BBC to find out more about this. Explore and discuss which black people have made a positive contribution in your local area – How might their achievement best be commemorated?  |
| 14th October (12th – 19th October) | National Hate Crime Awareness Week  | Article 2 – all children have the rights, no matter who they are, where they live, what language they speak, their religion, whether they have a disability, are rich or poor. No child should be treated unfairly on any basis. | KS3: Hate crime awareness (Entry 3)Challenge ref: 2741KS4: Hate Crime Awareness CourseChallenge ref: 1474*This will be completed over multiple weeks**w.c 14th Oct**w.c 19th May* | [National Hate Crime Awareness Week - Nationalhcaw](https://nationalhcaw.uk/)What is hate crime? Does it take place in our communities? Have you heard any stories about it in the news? How are people affected? What could we do about it? Look through newspapers/video clips and identify hate incidents. How can we address hate related incidents in school? Create a respectful school community toolkit or handbook? |
| 21st Oct | ADHD awareness month | Article 2 – all children have the rights, no matter who they are, whether they have a disability. No child should be treated unfairly on any basis. | Understanding the importance of equality and diversity in a multi cultural societyChallenge ref: 7440*Completed over multiple weeks**w.c 21st Oct**w.c 2nd Dec* *w.c 9th June**w.c 16th June* | What is ADHD? How does it effect people? Medicated vs non-medicated? What helps with ADHD? Create a toolkit of ideas to help others? Celebrate ADHD and the positive impact it can have? Celebrities with ADHD? Awareness newsletters to send to parents/carers/local communities/new members of staff? |

|  |
| --- |
| **Autumn 2** |
| **w/c**  | **Theme** | **Articles** | **ASDAN lifeskills** | **Suggested Activities From RRS – Use ASDAN life skills challenges to help you plan activities** |
| 4th November | Remembrance Day | Article 38 – you have the right to protection and freedom from war. | The history of Remembrance DayChallenge ref: 5359 | Explore the article. Watch The Poppy Story by Poppy Scotland or read [The Poppy Story animation](https://www.youtube.com/watch?v=AiGXTeiP5Nc) and then create an art display of poppies to show your thanks to those who have protected children’s rights in war. War affects people and communities in different ways. In recent years different coloured poppies have been used to represent this. Find out more about the different colours of poppies used, and add them to your display to show how you value diversity. There are many children in the world today who are affected by war. War Child is a charity that works to protect the rights of children in five countries where there is conflict. Find out more about their work [here.](https://www.warchild.org.uk/what-we-do) What could you do to advocate for the rights of children affected by war? UNICEF have said, “Children bear no responsibility for war. But they are the first to suffer its consequences.” Watch [this hard hitting, animated poem](https://home.crin.org/animated-poem), strongly opposing children under 18 being recruited as soldiers.  Look at the questions and other information on the website and have a discussion in class about the issues raised. (We recommend this activity for upper secondary years with staff supervision and support) Can you write your own poem to express your thoughts, particularly on how children's rights are affected? |
| 11th November | Antibullying weekWorld Children’s Day (20th November) | Article 39 – you have the right to help if you have been hurt, neglected or badly treated | Y7-10: BullyingChallenge ref: 1154Y11: Safeguarding: Cyber bullying Challenge ref: 1404 | Explore the article. Discuss all different forms of bullying, how it impacts people.Theme for this year – Make a Noise about Bullyingconsider what bullying means to us, how banter can turn into something more hurtful, and what we can do to stop bullying.  From the playground to Parliament, and from our phones to our homes, let’s make a noise about bullying |
| 18th & 25th November | Enterprise |  | KS3: Planning and running a mini enterprise project (Entry 1)Challenge ref: 1876KS4: Planning and running a mini enterprise project (Entry 2)Challenge ref: 1756ANDAll: Enterprise skills Challenge ref: 1838Co-operating with others Challenge ref: 1037There are multiple enterprise projects throughout the year | More information to follow via email in terms of budget, themes etc. |
| 2nd December | International Day of People with Disabilities (3rd Decemeber) | Article 23 – Children with disabilities | Understanding the importance of equality and diversity in a multi cultural societyChallenge ref: 7440*Completed over multiple weeks**w.c 21st Oct**w.c 2nd Dec* *w.c 9th June**w.c 16th June* | Article 23 says that children with a disability have the right to live a “full and decent life with dignity”. Do you know what dignity is? Work in a group to look up and understand the word. Which rights from the CRC relate to dignity? Write a poem or prepare a short presentation to help others to understand dignity.According to the UK government, “A mental health condition is considered a disability if it has a long-term effect on your normal day-to-day activity.” This is defined under the Equality Act 2010. As a hidden disability, how does having a mental health condition affect someone’s ability to engage with all of their rights?  Discuss this in class and create a display to raise awareness. |
| 9th December | Human Rights Day 10th December | Article of the Week | Understanding Rights and ResponsibilitiesChallenge ref: 1897 | Some people are opposed to the idea of universal human rights. How do you feel about this? Imagine a world that had given up on rights.Write a letter to a newspaper or website to express your views or write a report describing the possible consequences of such a situation. |
| 16th December  | Advent / Christmas | Article 30 - You have the right to practice your own culture, language and religion - or any you choose | Exploring Christmas Challenge ref: 5331*Some of these objects could be photo evidence from home e.g. decorate a Christmas tree* | Explore the article. How do a range of religions celebrate Christmas? What are the different traditions? Could you make some practical art work/display work etc for different religions? |

|  |
| --- |
| **Spring 1** |
| **w/c**  | **Theme** | **Articles** | **ASDAN lifeskills** | **Suggested Activities From RRS – Use ASDAN life skills challenges to help you plan activities** |
| 6th JanuaryNew year / new you - resolutions |  |  | KS3: Personal Centred Planning: target setting (Entry 1)Challenge ref: 1283KS4: Personal Centred Planning: target setting (Entry 2)Challenge ref: 1284 | Set personal targets for this year. What would you like to achieve? In school? Outside of school? |
| 13th January  | First aid |  | Basic First AidChallenge ref: 1767 | See ASDAN life skill challenge |
| 20nd January | Martin Luther King Day |  | Who was Martin Luther King?Challenge ref: 1645 | Freedom of speechHow do you respond when someone expresses a view different to your own? ‘Respectfully disagreeing’ with someone’s thoughts or beliefs is an important skill. Work with a partner to write some guidelines about the language to use and attitudes to take when having a discussion with someone with different views. Use these guidelines to host a debate on an issue important to you. |
| 27th January | Holocaust Memorial Day (27th Jan) | Article 6 You have the right to be aliveArticle 1 Everyone under 18 has these rights | Recognising prejudice and discriminationChallenge ref: 7837*This will be completed over multiple weeks**w.c. 27th Jan**w.c 24th Mar**w.c 5th May* | Explore the article. How did the Jews at this time not enjoy their right to life? Which rights did they not enjoy? Write a diary based on the life of a child during the Holocaust? |
| 3rd February | World Interfaith Harmony Week  | Article 14 You have the right to choose your own religion and belief | Awareness of different religionsChallenge ref: 1577 | Explore the article. Discuss harmony and peace that comes from a mutual understanding and tolerance of different religions and cultures. Give students a faith to explore and present? How can we create harmony between religious groups/denominations? What causes disharmony? Older students could explore extremism? Is this part of the problem for prejudice and discrimination? Could this be resolved by educating people about the religions? |
| 10th and 17th February | LGBT History Month | Article 8 You have the right to an identity | LGBT+ awareness: gay rightsChallenge ref: 6154*This will be completed over multiple weeks**w.c 10th Feb**w.c 17th Feb**w.c 31st Mar* *w.c 2nd June* | Explore the article. What is identity? Why is learning about LGBT+ history important? How can we make our school feel inclusive? Are our communities inclusive? Explore stories of people including celebrities ‘coming out’ and difficulties faced throughout the years [LGBTQ+ History Month - Teaching Resources - BBC Teach](https://www.bbc.co.uk/teach/lgbt%2B-history-month-teaching-resources/zgffn9q). Is it better now than it was?  |
| **Spring 2** |
| **w/c**  | **Theme** | **Articles** | **ASDAN lifeskills** | **Suggested Activities From RRS – Use ASDAN life skills challenges to help you plan activities** |
| 3rd March | International women’s day | Article 12 You have the right to give your opinion, and for adults to listen and take it seriously. Article 13 You have the right to find | Individual rights and responsibilitiesChallenge ref: 6614 | Explore the article. Discuss inspirational women. What makes someone inspirational? Heroism? Do we have an inspirational woman in our lives? Inspirational women in the media – those promoting mental health maybe? Make a pledge to thank a woman in our lives |
| 10th March & 17th MarchKS4 | Stop child sexual exploitation awareness day (KS4)  | Article 36 You have the right to protection from any kind of exploitation | Y10: Safeguarding: Grooming – Understanding the potential riskChallenge ref: 1417Y11: Safeguarding: Grooming – Recognise the signsChallenge ref: 1407 | Explore the article. Younger students – healthy relationships, what do they look out for, what should we do if we don’t feel comfortable around someone or someone does something we do not like?Older students - What is sexual exploitation? Who is vulnerable to it? Discuss signs of abuse and grooming, is it a healthy relationship to be threatened and passed around to strangers? What do the Children’s society do? |
| 10th March  | KS3Nutrition and Hydration Week | Article 24 – Health, water, food, environment | Healthy eatingChallenge ref: 3199 | Why does your body need water? Do some group research and make a short video to encourage people at your school to drink more water. |
| 17th March KS3 | World Water Day 22nd March | Article of the week | Creative writing and tall story constructionChallenge ref: 2245 | Write a story set in a world where water has become the new currency. How would things be different? How would Articles 24 and 27 influence your story? |
| 24th March | International Day for the Elimination of Racial Discrimination (21st) |  | Recognising prejudice and discriminationChallenge ref: 7837*This will be completed over multiple weeks**w.c. 27th Jan**w.c 24th Mar**w.c 5th May* | Activities from ASDAN life skills challenge |
| 31st March | LGBTQ+ (International Transgender Day of Visibility – 31st) | Article 8 You have the right to an identity | LGBT+ awareness: gay rightsChallenge ref: 6154*This will be completed over multiple weeks**w.c 10th Feb**w.c 17th Feb**w.c 31st Mar* *w.c 2nd June* | Activities will be sent out closer to this week |
| 7th April | Stress awareness month | Article 19 You have the right to be protected from being hurt and mistreated, in body or mind | KS3: Mental health and wellbeing (WTE1)Challenge ref: 2448KS4: Mental health and wellbeing (Entry 1)Challenge ref: 2614*This will be completed over multiple weeks**w.c 7th Apr**w.c 12th May* | Explore the article. Talk about stress, signs and effects. Discuss stress bucket and students make one of their own with personal strategies.Anxiety and stress can make your body feel different things. Draw around one member of your group onto a large piece of paper or use a smaller template. Think about a time you felt stressed or anxious and draw or write around the outline the different ways this made you feel or the physical things that can happen to your body. Discuss all the ideas that come up - how could these be addressed or supported?  |

|  |
| --- |
| **Summer 1** |
| **w/c**  | **Theme** | **Articles** | **ASDAN lifeskills** | **Suggested Activities From RRS – Use ASDAN life skills challenges to help you plan activities** |
| 28th April | First Aid |  | Basic First AidChallenge ref: 2299 | See ASDAN life skill challenge |
| 5th May | Deaf Awareness Week | Article 23 – Children with disabilities | Early expressive hand under hand and on-body sign languageChallenge ref: 3770*Completed over different weeks**w.c 23rd Sept**w.c 5th May* | Start with finger spelling... [https://www.twinkl.co.uk/search?q=bsl+alphabet&c=244&ca=24&ct=sen&r=teacher](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.twinkl.co.uk%2Fsearch%3Fq%3Dbsl%2Balphabet%26c%3D244%26ca%3D24%26ct%3Dsen%26r%3Dteacher&data=05%7C02%7Cd.copestake%40croft.school%7C860bbe54194840f262ae08dca6f81d97%7C45dfff5283644d73bf3a8f98bdf10d87%7C0%7C0%7C638568831803980522%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=aFZt4D%2F4t7yKDZo3oVcPO%2FL5cTHeDKo2%2FbqfxuqYd0c%3D&reserved=0) this site also has the signs for different objects[https://www.signbsl.com/](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.signbsl.com%2F&data=05%7C02%7Cd.copestake%40croft.school%7C860bbe54194840f262ae08dca6f81d97%7C45dfff5283644d73bf3a8f98bdf10d87%7C0%7C0%7C638568831803997768%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=ib3rR4HqA1LqWrBLZxmVrVSTPK0dLALoAEah44QYTtw%3D&reserved=0) - this is a BSL dictionary... Has loads of videos of different signs. We use the man with the ginger hair as our go to. They could also do the different greetings, hello, good morning, good afternoon, how are you? Then give different emotions (these are all on the dictionary and on the twinkl link I've sent you.The questions can be "Name you what?"Response "name me what ....."The other question could be "want what?"Response "want what...." this would allow them to request objectsOr "That what?" Response "that what...." |
| 12th May | Mental Health Awareness Week 13th – 20th | Article of the week | KS3: Mental health and wellbeing (WTE1)Challenge ref: 2448KS4: Mental health and wellbeing (Entry 1)Challenge ref: 2614*This will be completed over multiple weeks**w.c 7th Apr**w.c 12th May* | Either by yourself or with others make an A to Z of words or phrases that you associate with your mental health and wellbeing. Choose two or three to write about in more detail. Try and match various children’s rights to the ideas you have put down. You might choose to make a shared A to Z class poster of mental health and wellbeing**.**Write a letter to your local MP or councillor to tell them how you think government should support young people with their mental health. Don’t forget to mentions any relevant rights to back up your point. |
| 19th May  | Knife crime awareness week | Article 39 You have the right to help if you've been hurt, neglected or badly treated. | KS3: Hate crime awareness (Entry 3)Challenge ref: 2741KS4: Hate Crime Awareness CourseChallenge ref: 1474*This will be completed over multiple weeks**w.c 14th Oct**w.c 19th May* | Explore the article. What is knife crime? Do you think it happens in your area? Do children carry knives? Is it cool? Watch videos of children affected by knife crime? Peer pressure and what to do? Produce posters around school and to put in community e.g. Tesco such as “hold onto a life not a knife” or “knife crime – cut it out” |

|  |
| --- |
| **Summer 2** |
| **w/c**  | **Theme** | **Articles** | **ASDAN lifeskills** | **Suggested Activities From RRS – Use ASDAN life skills challenges to help you plan activities** |
| 2nd June | PRIDE month | Article 8 You have the right to an identity | LGBT+ awareness: gay rightsChallenge ref: 6154*This will be completed over multiple weeks**w.c 10th Feb**w.c 17th Feb**w.c 31st Mar**w.c 2nd June* | Explore the article. Celebrate diversity and acceptance while creating an eye-catching display for school or home with a beautiful Happy Pride Month Banner.Create presentations on Pride/LGBTQIA+ community and how rights are not always met.**Bake rainbow cupcakes and raise money for an LGBTQ charity.**Run a campaign to make a changeLook at LGBTQIA+ bullying and create posters to inform and link to rightsMake pride flags and have your own paradeLook into notable people and the change they have made to ensure rights are metMake rainbow bracelets |
| 9th June | Gypsy Roma and Traveller History awareness month | Article 8 You have the right to an identityArticle 30 You have the right to practice your own culture | Understanding the importance of equality and diversity in a multi cultural societyChallenge ref: 7440*Completed over multiple weeks**w.c 21st Oct**w.c 2nd Dec* *w.c 9th June**w.c 16th June* | Explore the article. Debate whether being part of the GRT community restricts any rights? E.g. 28? Explore how there is a lack of understanding about their way of life and so Gypsies,**Roma** and Travellers have often suffered prejudice and persecution. Gypsy, Roma and Traveller History Month aims to change that by raising awareness and celebrating the unique cultures of Gypsy, Roma and Traveller communities. Look at history of community – how have they experienced prejudice? Look at life through the eyes of a GRT child? How do they experience school? Statistics around access to school and further education.Celebrate diversity and richness of the GRT community. Design a Romani wagon and inside the wagon draw and write different ways in which GRT celebrate? |
| 16th June | World Refugee Day | Article of the week | Understanding the importance of equality and diversity in a multi cultural societyChallenge ref: 7440*Completed over multiple weeks**w.c 21st Oct**w.c 2nd Dec**w.c 9th June**w.c 16th June* | Hold a debate in school using this statement: ***The UK government should provide more safe and legal routes for asylum seekers to come and live in the UK****.* These websites will help you to research the issue for the debate:* FOR - [source 1](https://togetherwithrefugees.org.uk/) – [source 2](https://www.refugeecouncil.org.uk/information/refugee-asylum-facts/top-10-facts-about-refugees-and-people-seeking-asylum/) – [source 2](https://msf.org.uk/issues/tell-uk-government-provide-safe-routes-people-seeking-sanctuary)
* AGINST - [source 1](https://www.migrationwatchuk.org/) - [source 2](https://www.gov.uk/government/publications/illegal-migration-bill-factsheets/tackling-myths-factsheet-illegal-migration-bill)
* STATISTCS – [source 1](https://www.gov.uk/entering-staying-uk/border-control)

Download the UNICEF UK resource [Forced to Flee.](https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2022/02/Forced-to-flee-resource_2022.pdf) Work with a group to plan a lesson or an assembly to mark the World Refugee Day in your school. You might like to start with helping people to understand and use the accurate terminology on page 4.  |
| 23rd and 30th June | Enterprise |  | KS3: Planning and running a mini enterprise project (Entry 1)Challenge ref: 1876KS4: Planning and running a mini enterprise project (Entry 2)Challenge ref: 1756ANDAll: Enterprise skills Challenge ref: 1838Co-operating with othersChallenge ref:1037There are multiple enterprise projects throughout the year | More information to follow via email in terms of budget, themes etc. |
| 7th July | Plastic Free July | Article 24 | Recycling plastic itemsChallenge ref:3957 | Explore the article. Explore <https://www.plasticfreejuly.org/> sign up, run a campaign, make a change and evidence itCreate posters around school linked to rightsCreate promotional videos to put on website/blog about why we should go plastic – free and ways in which you can around school/the home. |
| 14th July | Staying safe over summer |  | Personal safety in the communityChallenge ref: 3168 | Include staying safe in the sunStaying safe around water |