



Rights Respecting Progression Map and Curriculum Audit.

Overview and Aims:

We are proud to be a Rights Respecting School. Children's rights underpin our ethos and culture and we pride ourselves on offering a rich curriculum through which the rights of children can be explored and understood. Not all areas of the curriculum are listed in this map – see medium term planning for each individual subject for more information.

The Progression Map below aims to provide an overview of specific experiences and knowledge linked to Rights that our pupils gain while part of our school in areas of the curriculum where they are most prominent. However, as children's rights are so intrinsic to our school culture and ethos, our pupils are surrounded by the language and experiences of Rights as soon as they join our school and so knowledge and experiences often cross key-stage boundaries.

Key Stage	Rights Vocabulary	Curriculum areas and specific focuses.
FS	<ul style="list-style-type: none"> Children discuss the meaning of respect and what this looks like in practice. Understand that all children have Rights Understand that all adults should respect children's rights and make sure they are fulfilled. Understand that children must respect their own rights and the rights of others. 	<p>Experiences:</p> <ul style="list-style-type: none"> Parliament Week Creating a Class Charter <p>Curriculum:</p> <p>Ongoing development of "Understanding the World" - to show an interest with people and events which are familiar to them. E.g. Religious celebrations throughout the year; Healthy me PSHE focuses (eating / exercise / personal hygiene etc.); PE.</p> <p>Articles: 1; 2; 7; 12; 14; 19; 24; 28; 31</p>

<p>KS1</p>	<p>Vocabulary Focuses: Rights Holders Duty Bearers Fairness Diversity Inclusivity / inclusion Community Campaign</p>	<p>Experiences:</p> <ul style="list-style-type: none"> • Opportunities to participate in pupil voice groups • Parliament Week • Creating a Class Charter <p>Curriculum: History/ Geography: Explorers: (Articles: 17; 24; 29) / Great Fire of London: (Articles 19; 24) / The Queen (Articles 17; 24; 2) / History of Transport: (Articles 17; 24; 29) / African Adventures (Articles 2; 24; 29) / Dinosaurs (Articles 2; 24; 29) Changes in Health Care (Articles 2; 19; 24).</p> <p>Science: Changing materials: (Articles 19, 28,29) / Animals including Humans: (Articles 2; 19; 24) / Light: (Articles 19; 28) / Sound (Articles 19;28;29) / Habitat (Articles 2; 19; 24; 29) / Material properties (Articles 19;24;29) / Plants (Articles 19; 24; 29) / Electricity (Articles 2; 19; 24) / Forces (Articles 19;29) / Keeping Fit and Healthy (Articles 2; 19; 24)</p> <p>English TBC (Due to new scheme being implemented 2024)</p>
<p>LKS2</p>	<p>Vocabulary Focuses: Rights Holders Duty Bearers Equity / Equality Fairness Diversity Inclusivity / inclusion Community Campaign Justice Global Citizen Sustainability Dignity</p>	<p>Experiences:</p> <ul style="list-style-type: none"> • Opportunities to participate in pupil voice groups • Parliament Week • Creating a Class Charter • International Project with a Partner School • Residential <p>Curriculum: History/ Geography: The Victorians (Articles 2; 6; 12;13; 19; 20 24; 26; 28; 29; 31; 32) Ancient Rome (Articles 2; 6; 12;13; 19; 20 24; 26; 28; 29; 31; 32) The Egyptians (Articles 2; 6; 12;13; 19; 24; 28; 31; 32) Local History (The Tudors) (Articles 2; 6; 12;13; 19; 20 24; 26; 28; 29; 31; 32)</p>

	<p>Advocate Society</p>	<p>Stone Age (Articles 2; 19; 24) Anglo-Saxons (Articles 2; 19; 24) Science: Changing materials: (Articles 19, 28,29) / Animals including Humans: (Articles 2; 19; 24) / Light: (Articles 19; 28) / Sound (Articles 19;28;29) / Habitat (Articles 2; 19; 24; 29) / Material properties (Articles 19;24;29) / Plants (Articles 19; 24; 29) / Electricity (Articles 2; 19; 24) / Forces (Articles 19;29) / Keeping Fit and Healthy (Articles 2; 19; 24)</p> <p>English TBC (Due to new scheme being implemented 2024)</p>
UKS2	<p><u>Vocabulary Focuses:</u> Rights Holders Duty Bearers Equity / Equality Fairness Diversity Inclusivity / inclusion Community Campaign Justice Global Citizen Sustainability Dignity Advocate Society</p>	<p>Experiences:</p> <ul style="list-style-type: none"> • Creating a Class Charter • How Rights Were Won History project • Opportunities to participate in pupil voice groups. • Opportunities to participate in Parliament trip • Parliament week • Residential • Junior Citizens • IMPS • Cycling Proficiency <p>Curriculum: History/ Geography: Ancient Greece ((Articles 2; 6; 12;13; 19; 24; 26; 28; 29; 31; 32) Vikings (Articles 2; 6; 12;13; 19; 24) How Our Rights Were Won (Articles 2; 6; 7; 12;13; 14; 19; 20 ; 24; 26; 28; 29; 31; 32) World War 2 (Articles 2; 6; 7; 12;13; 14; 19; 20 ; 24; 26; 28; 29; 31; 32) Earth and Space (Articles 12;19; 24; 28; 31) Benin Kingdom (Articles 2; 6; 12;13; 19; 24)</p> <p>Science:</p>

		<p>Changing materials: (Articles 19, 28,29) / Animals including Humans: (Articles 2; 19; 24) / Light and Space: (Articles 19; 28) / Habitat (Articles 2; 19; 24; 29) / Material properties (Articles 19;24;29) / Plants (Articles 19; 24; 29) / Electricity (Articles 2; 19; 24) / Keeping Fit and Healthy (Articles 2; 19; 24)</p> <p>English: TBC (Due to new scheme being implemented 2024)</p>
--	--	---