



## **Egerton Church of England Primary School**

*Together, we inspire, nurture and thrive*

### **Egerton RRSA Curriculum Coverage Year R to Year 6**



Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn Term – Teaching about children’s rights</b> What does the CRC say? *What are rights?      *What is the CRC?      *What are my rights?						
What is fairness?  <i>Explore what it is to be fair and why it is important for us to be fair through play and conversations with the children. Link to PSHE.</i>	L1 – Introduce UNCRC and the concept of rights.  L2 – Develop familiarity with a few of the simplest rights ( <i>Play A31; Education A28, 29; Family A9/10</i> ).	L1 – Recap what the UNCRC is and the concept of rights.  L2 – Develop familiarity with a few rights ( <i>Name &amp; Nationality A7; Health A24; Standard of living A27</i> ).	L1 – Revisit the UNCRC and the concept of rights, wants and needs.  L2 – Develop familiarity with a broader range of rights ( <i>Standard of living A27; Media A17; Freedom of thought A14</i> )	L1 – Secure understanding of the difference between wants and needs and why children have rights. How many rights can they name?  L2 – Consider the consequences of not having your rights.	L1 – Revisit the UNCRC and the idea of rights – what are they, why do we have them, how can my rights be protected? Why helps protect my rights?  L2 – Rights are inherent, inalienable, indivisible, universal and unconditional.	L1 – Identify rights in daily life. Recap the ABCDE of rights.  L2 – Making judgements and arguments on the relative importance of rights.
<b>Spring Term – Teaching for children’s rights</b> Participation, empowerment and action *Citizenship      *Having responsibility      *Taking action						
My responsibilities – Following the rules.  <i>Explore what our class rules are and the school values through play and conversations with the children. Link to PSHE.</i>	L1 – My community – Egerton School.  L2 – Exploring responsibility	L1 – Identify a problem which the children experience in school that we can solve ( <i>litter, saving energy, promoting healthy lifestyles</i> ). <b>Link this problem to children’s rights.</b>  L2 – Work on solving the identified problem e.g. making informative posters, writing letters, doing a litter pick.	L1 – My community – I am from Kent. I am from the UK.  L2 – Exploring responsibility – Match rights to given responsibilities.	L1 – Identify a problem experienced by children in the local (UK) community (homelessness, foodbanks). Investigate how this impacts on children enjoying their rights.  L2 – Work on helping to solve the identified problem, e.g. finding out about charities working in the area, planning and carrying out fundraising if appropriate.	L1 – My community – I am a global citizen.  L2 – Exploring responsibility – If my right is to X, then I must Y.	L1 – Identify a problem for the children in the global community using news sources for information. Investigate how the situation impacts on children enjoying our fundraising.  L2 – Work on helping to solve the identified problem, e.g. find out about charities working in the area (water aid, disaster aid) planning and carrying out fundraising or raising awareness.
<b>Summer Term – Teaching through rights</b> Ethos and relationships *How does my school facilitate my rights?      *School vision and ethos      *A class charter – work towards a school charter						

<p>What is important to me? Play, family, friends, learning? At home?</p> <p><i>Explore what our class rules are and the school values through play and conversations with the children. Link to PSHE.</i></p>	<p>L1 – I have a right to an education (A28): Looking at our school values.</p> <p>L2 – Which 2 or 3 rights are most relevant to our class?</p>	<p>L1 – Developing actions for rights holders (children) and duty bearers (adults). <i>My right is to... I will... Adults will...</i></p> <p>L2 – Presentation of your charter / sharing with another class. <i>(Year 1)</i></p>	<p>L1 – I have a right to an education (A28): Introduce the school vision and ethos to the children. Link some elements of the school vision and values to CRC.</p> <p>L2 – Which 3 or 4 rights are most relevant to our class?</p>	<p>L1 – Developing actions for rights holders (children) and duty bearers (adults). <i>My right is to... I will... Adults will...</i></p> <p>L2 – Presentation of your charter / sharing with another class. <i>(Year 3)</i></p>	<p>L1 – I have a right to an education A28: Introduce the school vision and ethos to the children. Link the vision and values to the CRC.</p> <p>L2 – Which 4 or 5 rights are most relevant to our class? Why?</p>	<p>L1 – Developing actions for rights holders (children) and duty bearers (adults). <i>My right is to... I will... Adults will...</i></p> <p>L2 – Presentation of your charter / sharing with another class. <i>(Year 5)</i></p>
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