

Rights in relationships

Duration: 45 minutes

Learning objective:

To understand the key concepts of human rights and their importance in our lives and relationships

Learning outcomes:

- I can assess whether specific human rights have been broken in different relationship situations
- I can identify who could support a young person if their rights are being broken
- I can explain factors that make it hard to uphold rights in relationships and analyse how to overcome these

Resources:

- Ask-it-basket
- Slides: Rights in relationships
- Worksheet: Which rights are being broken?
- Handout: Rights in relationships symbols (optional communication tool to support additional learning needs)

Before using this resource, it is your responsibility to ensure that:

- You have read all of the advice in the 'Respecting me, you, us introduction and guidance' document.
- You have considered adapting the content to meet the needs and characteristics of individuals, or the class as a whole. We recommend using:
 - **Key vocabulary** lists and **alternative activities** to support young people with different learning needs.
 - **Extension activities** and **optional homework** to support young people who finish the activities quickly, or need further challenge.
 - **Editable worksheets** and **slides** to make content changes for young people with special educational needs or difficulties.

(Further information can be found on [page 4 - 6](#) of the introduction



document)

- You are following your organisation's policies and procedures for safeguarding and delivering Relationships and Sex Education.
- The designated person responsible for safeguarding in your setting is aware that you are delivering this resource.

Key vocabulary

Rights: the things everyone is entitled to simply because they are human beings.

Universal: relating to all people or things in the world.

Identity: the set of qualities that make one person or group different from others.

Privacy: being free from public attention.

Abuse: to treat with cruelty or violence.

Exploitation: using someone for personal benefit.

1. Introduction (5 minutes)

Slide 2. Introduce the learning objectives and outcomes for this lesson. Explain that the lesson is about rights. Explain that:

- A 'right' is something people are entitled to have, do or feel.

Slide 3. Share the ground rules, adding any additional rules that are relevant.

Introduce the **Ask-it-basket**. Explain that young people can write questions anonymously and put them in the box at any time throughout the lesson or as exit cards. Let young people know when you will answer important questions (this could be at the end of the lesson or at another point over the next week. For example, schools may wish to answer these during form time). Remind young people that the ground rules also apply to the use of the Ask-it-basket.

2. Baseline activity - Human rights & children's rights (10 minutes)

Slide 4. Ask young people (individually or in pairs) to create a mind map of the most important rights they think all children under 18 should have.



Ask young people to share their ideas with the class.

Alternative activity (discussion based)

Ask young people to think of things children and young people should always be able to do in and outside of school. You can use the following questions and prompts to help guide discussions.

- What should children and young people be able to do at school? *Learn, paint, draw, get qualifications, make friends.*
- What should children and young people be able to do in their spare time? *Meet friends, play sport, extracurricular activities, watch tv/videos, dance, play.*

Use the examples given to draw a mind map on the board displaying the different answers. Explain that young people have the right to be able to do all these things and more. You may wish to reference some children's rights during the discussion, for example the right to education and the right to freedom of expression and creativity.

Slide 5. Cover the core points on the slide:

- Human rights are the things people are all entitled to simply because they are human beings
- In 1948, the United Nations adopted the **Universal Declaration of Human Rights**
- It sets out the fundamental human rights that should be protected, and has been accepted by most countries around the world
- These rights are **universal** – they apply to everyone equally in every part of the world, whoever they are, whatever their age, gender, ethnicity, sexuality
- The **UN Convention on the Rights of the Child** sets out further rights that are specific to young people
- All children and adults are also entitled to their human rights in all online environments as the internet is just another public place

Slide 6. Go through the list of children's rights, expanding on those that are not self-explanatory (for example, the right to an identity, the right to privacy).

- Every child has the right to **an identity** – personal identity is made up of lots of things but might include: name, nationality, race, culture, religion, language, appearance, abilities, gender identity and sexual orientation



- Every child has the right to **privacy** – the right to a private life, private space and to keep communication private (unless a child or someone else is in danger)
- Children have the right to **live free from (and be protected from) all forms of abuse and exploitation**
- Every child has the right to **think and believe what they choose**, as long as they are not stopping other people from enjoying their rights
- Every child has the right to an **education**
- Every child has the right to **relax, play and take part in a range of cultural and artistic activities**
- Every child has the right to **meet with other children and to join groups and organisations**, as long as this does not stop other people from enjoying their rights
- Every child has the right to **express their views, feelings & wishes in all matters affecting them**, and to have their views considered and taken seriously

Ask if the group have any questions about any of the rights.

3. Which rights are being broken? (10 minutes)

Slide 7. Read the scenarios together as a class.

1. Mubeen is wondering whether he might be bisexual. In his relationships and sex education lessons, the teacher talks about flirting, romance and sexual activities as if they always take place between boys and girls (never between boys, or between girls).
2. Shauna is regularly teased and made fun of by people in her year at school because of her taste in music and her look.
3. Tina and Ben are girl- and boyfriend (in year 11). Ben shared some personal stuff and told Tina he loved her in a messaging chat one evening. Last week Tina showed some of her friends his messages and they've been teasing him ever since.

Divide the class into pairs/threes to discuss which rights of young people in each scenario are not being upheld. Ask young people tick the relevant boxes on **Worksheet: Which rights are being broken?**

Explain that there are no right or wrong answers, young people will have their own reasons for choosing which rights are being broken in each of the scenarios.



Feedback and discuss as a class. For each scenario, ask one pair/three to feedback their thoughts, and then ask the rest of the class if they had any additional or different thoughts.

Examples may include:

- Scenario 1: every child has the right to an **identity** and **education**
- Scenario 2: children have the right **to live free from all forms of abuse** and **express their views, feelings and wishes**
- Scenario 3: the right to **privacy** and **to live free from all forms of abuse**

Ask young people to think about who each character in the scenario could speak to about their rights being broken and discuss answers as a class.

Highlight that each young person could speak to an adult they know and trust, like a teacher or parent/carer. Or there are support services like [Childline](#) for young people to talk about things that worry them. Explain that you will speak about sources of support in more detail at the end of the lesson.

Alternative activity (practical)

Read through the list of rights (in section 2), asking young people to put their hand up for the rights they think are being broken in each scenario. Ask some young people to explain why they put their hand up to the class.

4. Film - Upholding rights in relationships (15 minutes)

Slide 8. Explain that it is just as important that rights are upheld in relationships as it is in any other part of life.

Play 'Rights in relationships' film. The film depicts Jade and Bella navigating a complex issue in their relationship.

At the pause point, encourage young people to discuss answers to the question:

Does Bella have a right to expect Jade to keep information about their relationship private?

This is intended to provoke discussion around what rights are important in relationships and whether some rights are more important than others, or if one person's rights are more important than the other person's.

Feedback thoughts as a group before playing the rest of the film. Answers may include:

- Yes, Bella has the right to privacy
- No, Jade has the right to express her identity



- Some young people may question whether Jade and Bella's relationship is healthy in their responses. These are valid comments, but the discussion should be re-focused on the concept of rights, rather than wider ideas about relationships.

Slide 9. When the film has finished, ask young people to share their views on the following questions (possible responses shown under each question):

Does Bella have the right to express her feelings on this as it affects her too?

- Yes, Bella has the right to express her views, feelings and wishes in matters affecting her and this affects her.
- Jade also has the right to express her views. Jade has the right to express her identity and meet with other young people and join groups.

Is Jade's right to join groups just as important as Bella's right to privacy?

- Both people in a relationship should be equal, therefore their rights are both important and should be respected.
- Bella's right to privacy might be seen as more important as it will have a wider impact on her life.

How can Jade keep her right to attend, whilst also respecting Bella's rights?

- Jade and Bella agree that Jade can attend the group but not disclose any information about Bella.
- Jade could support Bella to decide when she is ready to discuss her relationship with her family and friends.

Alternative activity (practical)

Split the class into two. Ask Group 1 to act as Jade and Group 2 to act as Bella. Ask young people to explain to the other group why their right is important to them, and ask that group to respond, forming a debate.

Note: prior to running this activity, ensure you have read the guidance on managing role-play safely on [pages 9-10](#) of the 'Respecting me, you, us introduction and guidance' document.

Slide 10. Explain that some things can make it harder for people to uphold each other's rights in relationships, like when feelings or emotions are running high or we are feeling stressed. Ask young people what they think people could do in situations where rights are being broken in a relationship.

Slide 11. Run through the list of possible actions on the slide:

- Take a moment to notice if anyone's rights are being broken



- Think about whether there is anything they can do to change the situation
- Communicate with their partner about the situation
- Talk to someone they trust about the situation

5. Closing activity – Children’s rights (5 minutes)

Slide 12. Using a different coloured pen/pencil, ask young people to return to their children’s rights mind map and add any additional rights that they think children can have. This could be any they remember from the UN’s list, or any additional rights that they think children should have. Ask them to add ideas about who a young person could go to if they felt that any of their rights were being broken.

If the **alternative baseline activity** was used, ask young people to create a mind map themselves or ask the group to share different additional rights that can be added to the mind map on the board.

Slide 13. Explain that there are sources of support available to young people who are worried about something that’s happened to them or others.

Optional homework

Make a poster celebrating a human right of your choice or write a letter from a human right to the world explaining *Why I (the right) am important and how you can follow me.*

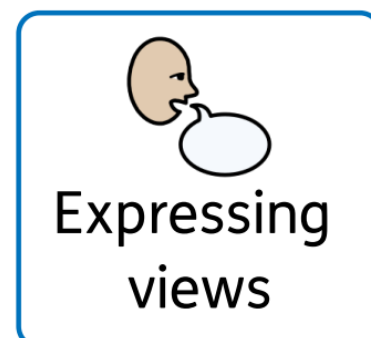
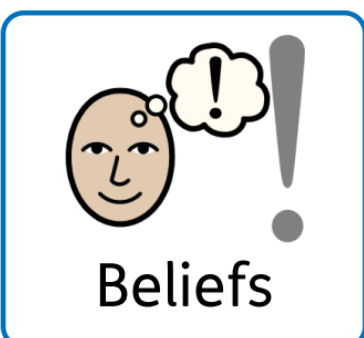
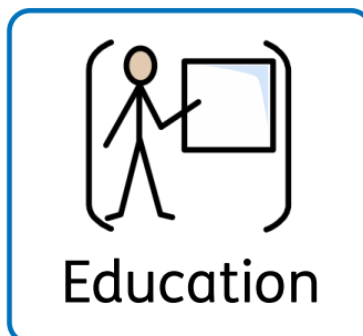
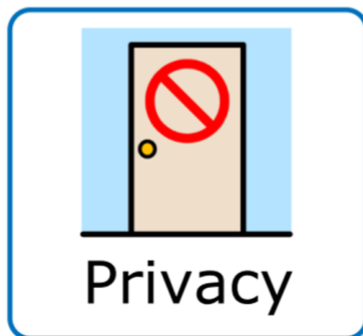


Worksheet: Which rights are being broken?

Every child has the right to:	Mubeen is wondering whether he might be bisexual. In his relationships and sex education lessons, the teacher talks about flirting, romance and sexual activities as if they always take place between boys and girls (never between boys, or between girls).	Shauna is regularly teased and made fun of by people in her year at school.	Tina and Ben are girl- and boyfriend (in year 11). Ben shared some personal stuff and told Tina he loved her in a messaging chat one evening. Last week Tina showed some of her friends his messages and they've been teasing him ever since.
An identity			
Privacy			
Live from (and be protected from) all forms of abuse and exploitation			
Think and believe what they choose, as long as they are not stopping other people from enjoying their rights			
An education			
Relax, play and take part in a range of cultural and artistic activities			
Meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights			
Express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously			



Handout: Rights in relationships symbols (optional)



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