

Robert Kennedy Foundation

Through tutor time we will build a **community** of learners, who understand the importance of human rights in securing **equity** in our communities and are able to harness various means of **communication** to become advocates of change. In doing this we will promote our big aims of the curriculum, providing opportunities for students to become researchers, communicators, role-models, experts, learners, team players, thinkers and leaders. The RFK human rights work will form part of our unique MyFPHS curriculum offer, which also includes MyFPHS challenges, creative partnerships, active citizenship and vocab challenges. Assemblies are planned to complement and support the RFK programme.

Term 1	Term 2	Term 3
<p>Movements for Change</p> <p>Aim: To understand how high profile and 'everyday' people have made movements for change to protect human rights Eg Bristol Bus Boycott, Black History Month, Anti-Bullying, Patel brothers, Greta Thurnberg, Molly Russel</p> <p>How? Explore several movements for change, considering: What was the movement for change? Why was it needed? Who was involved? What attributes did they have? What did they do? What difference did they make?</p>	<p>Change Starts with us</p> <p>Aim: To focus on our responsibility to building communities and upholding rights of others- Global, school and local. To understand what human rights in our society are under threat and how local activists are making a difference</p> <p>How? Explore what we want to leave behind if we were to design our own community? -homelessness, racism, sexism, homophobia -violence, bullying -poverty, lack of access to healthcare</p> <p>Learn from local activists about the changes they want to make in their community and what they are doing Vote for an area they would want to be an advocate for. Each year group 'adopts' a cause</p>	<p>Activists for Change</p> <p>Aim: To understand what ways we can make a difference and be an advocate for human rights</p> <p>How? Explore ways to peacefully protest: -writing letters -using social media -peaceful marches/demonstrations -strikes -song</p> <p>FINAL OUTCOME Whole school peaceful march through Rochdale for the 4 causes voted for.</p>
<p>Vocab: De-humanise, violation, infringement, courage, empathy, compassion, derogatory</p>	<p>Vocab: Object, oppose, empower, abolish, safeguard, advocate</p>	<p>Vocab: activist, protest, solidarity,</p>

MyFPHS Challenges to add to the programme

Year	Autumn	Spring	Summer
7	<ul style="list-style-type: none"> Participate in the tutor time physical challenge Every member of staff has chosen a word in relation to human rights. Ask staff what their chosen word is and why it is important to them 	<ul style="list-style-type: none"> Participate in the tutor time physical challenge Participate in a house challenge during Charity Week Produce a creative piece for a year group competition which answers the following question: 'What personal attributes do I need to become an advocate for change?' 	<ul style="list-style-type: none"> Be an activist for change by joining a peaceful protest Use the vocabulary in a form of communication to protest for your cause Participate in the tutor time physical challenge Visit a museum
8	<ul style="list-style-type: none"> Participate in the tutor time physical challenge Every member of staff has chosen a word in relation to human rights. Ask staff what their chosen word is and why it is important to them Support the Foodbank Charity 	<ul style="list-style-type: none"> Participate in the tutor time physical challenge Participate in a house challenge during Charity Week Produce a creative piece for a year group competition which answers the following question: 'What personal attributes do I need to become an advocate for change?' Participate in Holocaust week 	<ul style="list-style-type: none"> Be an activist for change by joining a peaceful protest Use the vocabulary in a form of communication to protest for your cause Participate in the tutor time physical challenge
9	<ul style="list-style-type: none"> Participate in the tutor time physical challenge Every member of staff has chosen a word in relation to human rights. Ask staff what their chosen word is and why it is important to them Participate in the Reach Project 	<ul style="list-style-type: none"> Participate in the tutor time physical challenge Participate in a house challenge during Charity Week Produce a creative piece for a year group competition which answers the following question: 'What personal attributes do I need to become an advocate for change?' 	<ul style="list-style-type: none"> Be an activist for change by joining a peaceful protest Use the vocabulary in a form of communication to protest for your cause Participate in the tutor time physical challenge
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Example of SOL

Term 1			
HT1		HT2	
9/9	<ol style="list-style-type: none"> 1. Dialogue and debate 2. Creating a safe space/Group agreement 	28/10	Movements for change introduction <ul style="list-style-type: none"> • Climate change • Knife crime, • The detention of Uyghur Muslims • The use of derogatory language
16/9	<ol style="list-style-type: none"> 1. What's fair? What's not fair? How do we decide? 2. Universal Human Rights 	4/11	Environment- Great Thunberg
23/9	<ol style="list-style-type: none"> 1. Universal Human Rights 2. Fighting for Rights 	11/11	Knife Crime- the Law
30/9	<ol style="list-style-type: none"> 1. Bristol Bus Boycott 	18/11	Knife crime- cases studies
7/10	<ol style="list-style-type: none"> 1. Bristol Bus Boycott 	25/11	Uighur Muslims- background and context
14/10	<ol style="list-style-type: none"> 1. Bristol Bus Boycott 	2/12	Uighur Muslims- treatment in China and UN
	Skills required for change- link to learners, thinkers, researchers etc	9/12	Write for Rights- Amnesty campaign