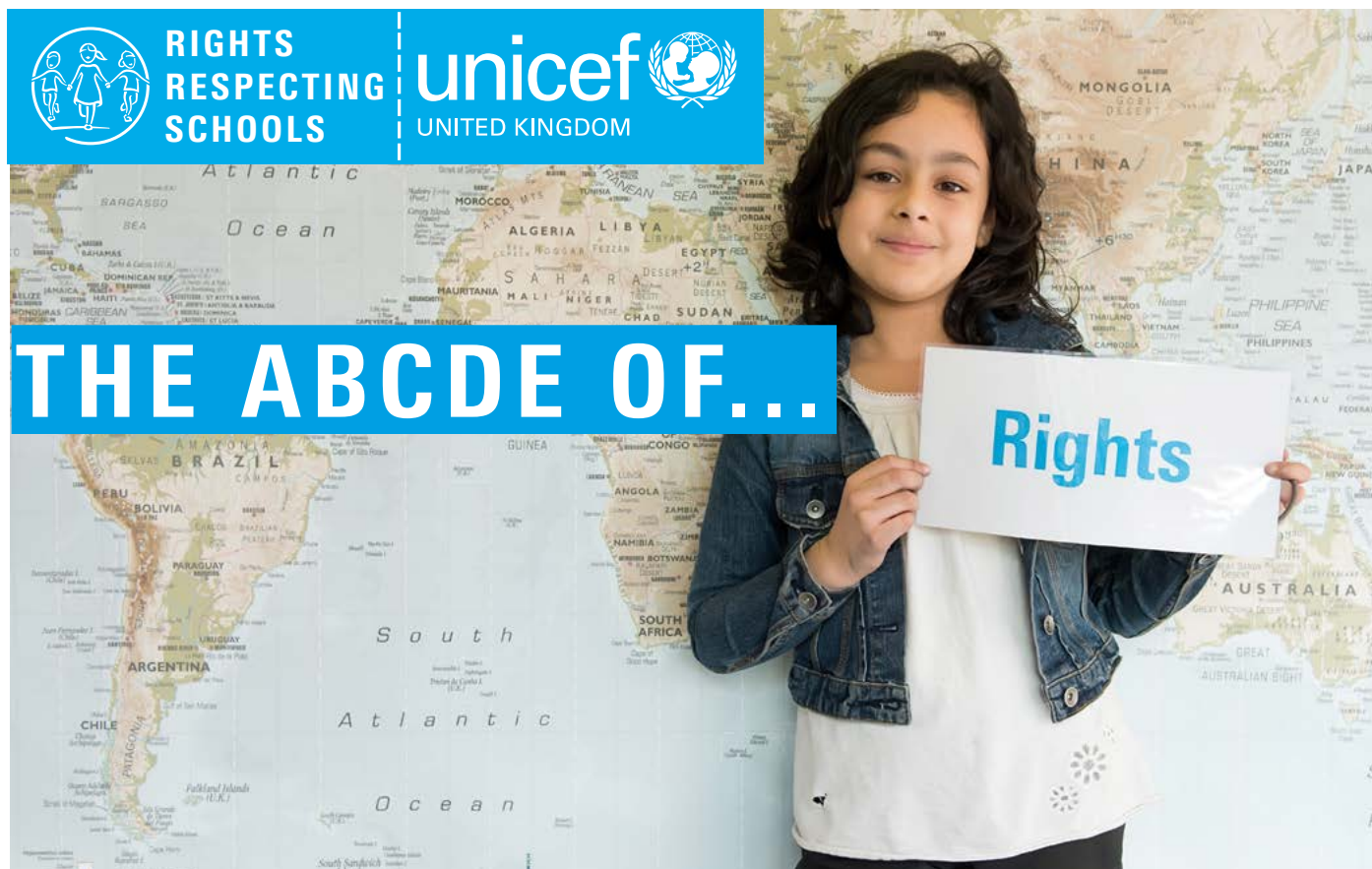




## HOW TO USE THIS RESOURCE

**When children and young people learn about their rights it is important that deeper connections are also made in their understanding about the nature of rights.**

Rights are for all children and young people throughout the world (universal), are there at birth (inherent), cannot be taken away (inalienable), do not come with any conditions attached to them (unconditional) and are all equally important (indivisible).

Whilst there is not an expectation that children and young people necessarily know the actual words that define these features of rights, it is important that they understand the meaning of them (within the context of their age and ability).

'The ABCDE of Children's rights' is one way that can help children learn about the nature of rights. The resource has been designed for teachers and can be used by the school's RRSA coordinator as part of staff training. Its purpose is to show how the concepts of rights being universal, inherent, inalienable, unconditional and indivisible can be explained, using a range of different approaches, to primary school age children.

|                              |                            |                              |                                 |                                   |
|------------------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| <b>A</b>                     | <b>B</b>                   | <b>C</b>                     | <b>D</b>                        | <b>E</b>                          |
| Rights are for ALL children. | Rights are there at BIRTH. | Rights CANNOT be taken away. | Rights DO NOT have to be earnt. | All rights are EQUALLY important. |
| <b>UNIVERSAL</b>             | <b>INHERENT</b>            | <b>INALIENABLE</b>           | <b>UNCONDITIONAL</b>            | <b>INDIVISIBLE</b>                |

For each key concept, suggestions are made as to how this can be illustrated to children through the use of pictures, assemblies, curriculum links, specific resources and/or class activities.

Opportunities for discussion during the training are likely to identify additional ways that staff may be able to introduce these concepts to children within their school context. Similarly, the booklet **Myths and Misconceptions** is a useful source of additional background information that could also be used as part of staff training.

Learning about the nature of rights helps to ensure that the language used about rights is both accurate and informed. In this way, a consistent narrative about rights is established across the whole school community which helps to support children's understanding of these important concepts.