A Guide for drawing up a Charter for the Rights Respecting use of the Internet .

The way we use the internet should model human rights respecting values. In order for this to happen we need to be sure we all know what these human rights values are and what it means to respect them and take responsibility for them on line.
In the chart below there is reference to specific rights that are considered most relevant. There are some rights however that are all-embracing and which shape the way specific rights are understood. These are:

See UNCRC Article 29 1d. Art 3 Best interests of the child
UDHR Arts 1 and 26
UK Human Rights Act. Art 8, 10

Everyone has the right …	How we uphold these rights	How others can help these rights be realised	Comments / risks / information
to live in freedom and safety (Universal Declaration of Human Rights – UDHR) Article 3	Be clear what you understand by 'freedom' Know what being safe means (bullying, personal danger) Know that others have these rights **Individuals:** Recognise what our own freedoms are and accept that everyone has the same. Reflect on what these mean	**School:** Explore what freedom means through assemblies, citizenship, RE history etc. Teach what is meant by bullying and the opposite of bullying, staying safe and establish what these mean when using internet. Understand that the actions we choose can have harmful consequences for others	Need to be clear what we mean by 'freedom' and 'being safe' and that especially in case of freedom –there are qualifications - we cannot all be free to do as we wish, but have obligations to others. Freedom only works by everyone consenting to their responsibilities to uphold each others' human rights
to be taught about human rights (UN Convention on the Rights of the	Take and seek opportunities to learn about human rights	School teaches Human Rights. Staff model human rights approaches School shows commitment to Human Rights Education. Staff help young people explore and	Knowledge *about* Human Rights is not enough – HRE is about, also through and for rights

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Child – UNCRC) Article 42		understand how human rights can be realised on the internet	
To non-discrimination	Understand about treating everyone with the dignity they deserve – consider rights respecting face to face relationships first and relate these to online relationships	Schools meet Human Rights Act obligations. Ofsted inspection requirements concerning non-discrimination and equal opportunities are met	School policies and practice should cover this.
To protection from harm. UDHR 4,5,9,11. UNCRC 19. Human Rights Act Art 3	Understand how our choice of actions can harm others / deny their rights – deliberate and accidental consequences	School has the responsibility to protect YP from harm. Staff collaborate with students to agree policy and practice. Tale measure to ensure procedures are clearly understood to be rooted in realising rights to be safe / protected from harm – adults doing what is in best interests of young people…. Students have high level participation NB Ofsted e-safety inspection guidance	Link to Ofsted e-safety guidance
To privacy	Accept that there are things we each want to keep to ourselves and not share with others. What would we want to share or keep private? (changes with age) Online, once it's online, it's there for ever, so what's acceptable now, might not be as you get older. Appreciate how you might see a	School provides opportunities for students in all years and with regard to emerging capacities to discuss privacy issues from a human rights perspective. School works with parents to help parents and young people achieve shared understanding of rights respecting approaches to privacy.	This is also about thinking very abstractly. E.g. sexting – what might seem "OK" now (aged 15-18) might not be when you are older and have a family, but this needs YP to take themselves out of their present situation and consider sometime in the future

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	comment, picture on line when you are 20, 30 etc., at university, with a family, what would you want your children to see of you when they are your age?	E.g.compromising pictures of themselves as young adults were seen by their children. What would their children think?	
To express own opinions and have them listened to	Know that every young person has the right to: - be able to express their own opinions to other people and hold opinions and views for themselves - understand that it's OK to hold views that are contrary to what the 'crowd' thinks - understand that while views can be deeply held, there will be times when such views will offend others and that young people have to recognize this online. Think about the impact of what they say upon others (from their perspective) e.g. remarks about personal appearance, heritage etc. - understand that this is all about a right and personal responsibilities.	School should talk about what free speech is and why this is a human right: e.g. Nazi Germany, Soviet Russia, being black in the American south, theocracies, etc - It is the right to criticize our rulers - contribute to a democratic society - be able to write and print things that are true, that are an opinion, but which are not libelous to an individual - be able to satirise - be able to join a political party - be free to contribute to online discussions - to have phone calls that are not censored	Need to establish that this is about living in a democratic state and being able to contribute to the democratic discussion as a citizen of that state.

To follow your religion / culture	- Accept that people may hold different religious views for themselves which you might not agree with. - Be able to discuss and debate your differences, but not condemn - Accept difference - Understand that many for many people, their beliefs are part of their personal identity, and criticism of their belief would be taken very personally - Understand that for centuries people of different religions have debated with each other (without recourse to violence or disparaging) and such discourse is perfectly acceptable.	Schools need to consider how the issues in column 2 can be addressed. Is RE about learning about different religions or should it include the discourse between religions	Tricky one at the moment. Wording needs to encourage toleration, but discourage extremism.
To an education that helps develop each person's skills and abilities	- Actually discuss what you go to school for! - Understand that there is a difference between 'going to school' and 'education' (from whom do you learn what? - Who teaches you good manners? - Who teaches you to enjoy yourself? - Who teaches you to control		Schools need to show the broader definitions of 'education' (doesn't =schooling)

	your temper? - Establish that there are other people we learn from than just school? - Who teaches you who to vote for when you are 18? - Know about (identify?) the skills, knowledge and values that you need to work beyond your time at school.		
For all children to be listened to and have their views taken into consideration	Know that when people make decisions about them, young people have the right to make their opinions and views known and that these should be taken into account.		
To the best possible health and appropriate health care			
To time for leisure and play.	Understand that as we get older, what we would as young children consider 'play' broadens into 'leisure' as we get older. We have a greater choice of what we do as we get older. All young people should understand that their leisure should not harm other people.	Explore what is meant by 'leisure'. As a young child, play is about games, make believe, toys etc., but as we get older and literate, children 'play' but also do leisure things (read etc. 'for pleasure') and as the 'play' side diminishes, so leisure activities increase. Leisure is things not connected to work.	

	e.g. playing in a Football match – it's a game where people play to win on the pitch. No deliberate aim to hurt feelings. Trolling – deliberately aims to hurt	Understand that much of our communication online is really a leisure activity (not work related) (e.g. slagging off a work colleague online is not 'work related' it is not part of your contract of work, targets etc., and so would be something you chose to do (even if at work when you did it!). It would be a leisure activity!	
To protection from drug abuse and sexual exploitation	Drugs abuse: Avoid positive references. Drug abuse is not a moral weakness but a real or potential clinical condition. You don't know how susceptible another individual is to any form of drug abuse. Understand that sexual (or even non-sexual images) can be used for sexual exploitation. Once something is online, it's on the internet for ever. You can be exploited by others in places far from here without you knowing	Teach the knowledge need for column 2	
To reliable information	The information that you find and pass onto others should	How to use the web to find reliable sources – what to	

	be reliable and true. Be able to make good judgments about what is reliable Be aware that there's lots of unreliable information out there Don't always rely on one source of information on the web.	look for. Teach to check for corroborating evidence	