

Rights Respecting

What are the aims and purpose of this subject?

Rights Respecting and the Rights Respecting Schools Award puts children's rights at the heart of the school.

At Oswald Road we have worked together with Unicef to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Children are made aware and taught about their rights so that all children can have a voice towards leading change within our school. We have worked towards embedding Rights Respecting values into our daily school life to give children the best chance to lead happy, healthy lives and to be responsible, active citizens.

The Award recognises a school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond. Respecting is at the heart of our school's vision, ethos and culture to improve well-being and develop every child's talents and abilities to their full potential across the curriculum.

Our aim is to ensure our Rights Respecting work isn't an 'add on' and is embedded through what we do – in our curriculum; in our policies; and in our daily language. We aim for it to be integrated within our curriculum and for children to also learn more about their rights through specific input such as assemblies led by the Rights Ambassadors.

Our aim is also for the children to have a voice through the Rights Ambassadors and for the children to lead change in school, for the children to share their opinions and for the children to develop their understanding of their rights.

What are the National Curriculum requirements for this subject?

In EYFS Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

In Key Stage 1 children learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people.

In Key Stage 2 children become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their

sense of social justice and moral responsibility and begin to understand that their own choices and behaviours can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities.

We understand that Achieving Bronze: Rights Committed means there is evidence that:

- You have introduced the RRSA Three Strands into your school community
- Your school's senior leadership team (SLT) understands what is involved in the Award and is committed to embarking on the Unicef UK rights respecting journey
- The right foundations are in place for your school's journey to the second stage of the Award, **Silver: Rights Aware**

We understand that Achieving Silver: Rights Aware means there is evidence that:

- Your school is explicitly embedding the **UN Convention on the Rights of the Child** in its policy, practice and culture
- You are promoting knowledge and understanding of the Convention throughout your school community
- You are putting into action and developing the plans outlined on your Action Plan for Silver, which you submitted to achieve your Bronze: Rights Committed
- You are beginning to see the positive impact of these actions on children and young people, staff, and on the school's ethos, practice and environment
- Children and young people are beginning to see themselves as rights respecting global citizens and advocates for fairness and children's rights, both locally and globally

We understand that Achieving Gold: Rights Respecting means there is evidence that:

- Your school has explicitly adopted a child rights approach based on the **United Nations Convention on the Rights of the Child** and has embedded it in school policy, practice and culture
- Children, young people and adults in your school have a thorough understanding of child rights, and rights respecting attitudes and language are embedded across the school
- RRSA has had a positive impact on children and young people's learning and wellbeing
- Students see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad

We understand that Sustaining Gold/ reaccredited at Gold: Rights Respecting means there is evidence that:

- Your school continues to explicitly adopt a child rights approach based on the **United Nations Convention on the Rights of the Child** and sustainably embeds it in school policy, practice and culture
- Children, young people and adults' understanding of child rights remains, and there are processes in place to ensure new people who start at your school have this understanding. Rights Respecting attitudes and language are still embedded across the school
- The RRSA has a positive impact on children and young people's learning and wellbeing in a sustainable way

Students continue to see themselves as Rights Respecting global citizens and advocate for social justice, fairness and children's rights at home and abroad

How is this subject's curriculum organised?

Child's voice plays an important part of how we move forward and reflect on our everyday practice at school. We incorporate the RR Convention into:

The school's School Improvement Plan (SIP):

Right's Respecting is embedded throughout the School Improvement Plan. Each Key Phase and each Phase Lead are responsible for ensuring these actions are integrated across the curriculum with the support of the RR Lead.

Planning: Rights Respecting articles are incorporated into weekly plans across the curriculum so that children have an opportunity to discuss the different rights. Therefore our curriculum has rights work threaded throughout.

Policies and practice: Appropriate policies are reviewed by the RR ambassadors before they are renewed by the Governors. The RR Lead, staff, ambassadors and school community ensure that RR is considered in all areas of school life.

Our school teaches child rights and models rights and respect in all its relationships – between teacher/adults and pupils, between adults and between pupils.

Detail on the way we organise Rights Respecting work:

Use of logo: In Oswald Road we use a blue owl logo to represent RR. This is so all of our children, parents and school community recognise and associate with it on displays, letters, social media, policies and correspondence.

In EYFS our Rights Respecting Owl puppet 'Ralphie Right' visits the children to support them with understanding their rights and those of children globally. For example 'If we have the right to clean water to drink, do all children get their right to clean water?' Ralphie Right talks about his own experiences and asks children questions to help them to engage and begin to understand their own RR journey and that of other children around them. They have a RR classroom charter that the children have been involved in creating so that they have ownership and understanding. It is referred to on a regular basis and the staff engage the children with a 'Right of the Week' to support deepening their understanding. They hold assemblies where certificates are given, for example for helping to keep everyone safe.

Across KS1 and KS2, RR is incorporated into assemblies and discussed where natural links are found across the curriculum, for example in RE, history and topic work. RR article links are displayed on classroom displays and in the school corridors to support the development of understanding and embedding RR across school.

Ambassadors: Our school's Rights Ambassadors are elected at the beginning of every academic year. They meet on a regular basis with the RR Lead, members of the SIP team or other members of the school community eg. our school cook, headteacher, pastoral lead etc. Our ambassadors are aware that they are the 'voice' of all children in school and understand that and ensure all children have a voice towards things that will affect them in school. Each class has a 'RR Voice Book' which any member of each class can write down their ideas,

comments or concerns. This book is then brought to each meeting to be discussed. Ambassadors also write down tasks in these books and take them back to discuss with their class. Teachers allocate time for these tasks throughout the week to ensure that all children have a voice in school and then these are brought back to the Ambassador meetings or SIP team meetings.

Ambassadors have the opportunity to work with other children from other RR network schools in different catchment areas, which gives them an insight and understanding of rights from different perspectives. They have discussed and worked collaboratively on Home/School Charters, Community Charters and Playground Charters having the opportunity to understand that everyone has a voice and an opinion which should be heard.

Events:

We hold specific events, which naturally link with British Values and our Eco Team such as 'Climate change day,' 'Global Day' and 'Bike to school days.' Special days, for example, 'Global Day' are organised in school to give the opportunity for staff, governors and parents to take part and get involved with the Unicef convention and activities that they and their children feel strongly about. For example, we have had parents and governors involved with our global warming activities and 'Bike to school' days. This gives fantastic opportunities for all members of the school community to come together to campaign and support each other in important things that affect all of our lives.

Charters:

Classroom Charters: Created by the children of each class. They are individual to each class depending upon which RR articles they believe are important for their class.

Playground Charter: LOs, staff and Ambassadors collaborate on this to ensure mutual respect and understanding at breaktimes, PE times and lunchtimes.

Home/School Charter: Network schools worked collaboratively on this to ensure good links between parents and school and mutual respect between parents 'duty bearers' and children.

Community Charters: Network schools worked collaboratively on this to ensure mutual respect between the community 'duty bearers' and children. Each school will invite different community members to sign up to the Charter dependent upon children's voice to which clubs or where they access etc within our community.

Whole/School Charter: These are developed collaboratively with all members of staff taking in to account whole school ethos and vision.

Use of the news: Teachers allow time for local, national and global rights issues to be discussed. In KS2 children watch Newsround most days to deepen their understanding of rights for children and keep them up to date with the current situations across the globe. This helps children to actively initiate, lead on and be involved in campaigning for children's rights.

Assemblies: Assemblies are held in school, which make links to RR locally, globally and nationally. This supports the work we are doing in classrooms and to embed the language of rights across school.

Reflecting on rights: Children are given time to reflect upon how they respect other's rights during 'reflection times' linked to behaviour.

In KS1 and KS2, children are given a 'reflection time' with a member of SLT where they have the opportunity to reflect on their behaviour and write about Rights Respecting. This is then communicated with parents so that parents can follow up with RR language at home.

Why is it organised like this?

It is organised like this so that RR becomes an embedded part of our school's ethos and does not stand alone as a separate subject. All members of the school community use the same vocabulary of Rights and all staff are aware that they are 'Duty Bearers.'

EYFS: The organisation is to allow the children to consider their rights and also to learn items they may take for granted may not be the same around the world. By using Ralphie Right, it engages the children in an age appropriate way to support them to begin to start an understanding of rights at an age appropriate level. The charter is referred to on a regular basis and the staff engage the children to support deepening their understanding.

Across KS1 and KS2: As already noted, we are keen to ensure our Rights work is not standalone and the work we do on our curriculum mapping is one the ways we make sure it is embedded by work threaded within the curriculum.

Rights Ambassadors: They meet regularly to develop the team and to allow them to take an active role in our school. The set up with how they link with their classes is in place to ensure all children in school have a voice. The way our Rights teamwork with different members of staff and on different projects or change is all in place to allow them to make change within our school or to lead on things that affect them. Their links to other Rights Teams is in place to deepen their understanding and also to benefit from joint working. The work they do providing parent or community events is set up to ensure they can either gather information, work collaboratively or to share their work. They present to Governors to ensure the Governing Board are clear on the work being done in school and for them to ask any questions or to share ideas.

Events: We have specific events in place to further deepen knowledge, to work together as a community or to share ideas. Events often inspire others too in addition to developing understanding.

Charters: These are in place so collaboration is at the heart of what we do.

Assemblies: Assemblies are in place to deepen children's understanding of their rights and to also celebrate together.

Behaviour Policy: Reflection on rights is within our Behaviour Policy as we feel this is an important way for children to consider the impact of their actions on themselves or others and how they could have made different choices.

Use of the news: This is in place to deepen the children's understanding of what is going on locally, nationally and globally.

How are knowledge, understanding and skills developed in this subject?

The fact that rights are threaded throughout our curriculum naturally develops our children's knowledge and understanding pitched at age appropriate content.

Ours school's Rights Ambassadors meet on a regular basis to ensure all children have a voice towards things that will affect them in school. Teachers allow time for local, national and global rights issues to be discussed. In KS2 children watch Newsround most days to deepen their understanding of rights for children and keep them up to date with the current situations across the globe. This helps children to actively initiate, lead on and be involved in campaigning for children's rights.

Ambassadors have the opportunity to work with other children from other RR network schools in different catchment areas, which gives them an insight and understanding of rights from different perspectives. They have discussed and worked collaboratively on Home/School Charters, Community Charters and Playground Charters having the opportunity to understand that everyone has a voice and an opinion which should be heard. Again this actively develops their understanding and knowledge.

Classroom Charters: Created by the children of each class. They are individual to each class depending upon which RR articles they believe are important for their class.

Playground Charter: LOs, staff and Ambassadors collaborate on this to ensure mutual respect and understanding at breaktimes, PE times and lunchtimes.

Home/School Charter: Network schools worked collaboratively on this to ensure good links between parents and school and mutual respect between parents 'duty bearers' and children.

Community Charters: Network schools worked collaboratively on this to ensure mutual respect between the community 'duty bearers' and children. Each school will invite different community members to sign up to the Charter dependent upon children's voice to which clubs or where they access etc within our community.

Whole/School Charter: These are developed collaboratively with all members of staff taking in to account whole school ethos and vision.

All of the charters build knowledge and understanding for our children.

Assemblies are held in school, which make links to RR locally, globally and nationally. This supports the work we are doing in classrooms and to embed the language of rights across school.

Children are given time to reflect upon how they respect other's rights during 'reflection times' linked to our Behaviour Policy. This supports a development in their understanding as not only are they reflecting but staff also support their reflection using rights respecting language.

Special days, for example, 'Global Day' are organised in school to give the opportunity for staff, governors and parents to take part and get involved with the Unicef convention and activities that they and their children feel strongly about. For example, we have had parents and governors involved with our global warming activities and 'Bike to school' days. This gives fantastic opportunities for all members of the school community to come together to campaign and support each other in important things that affect all of our lives.

By the range of ways we approach our rights work in school, the children gradually develop a deeper understanding over their time at our school.

What does this subject look like...

in lessons?	in books?	in the environment?
<ul style="list-style-type: none"> ● puppet role play collaborative work ● practical activities ● discussions ● campaigning ● writing letters ● work within the curriculum ● Specific conversations led by the Rights Ambassadors 	<ul style="list-style-type: none"> ● links to article numbers ● pictures of role-play ● videos and pictures on Seesaw ● letters 	<ul style="list-style-type: none"> ● article numbers on displays ● classroom charters ● displays around school ● staff and children using the vocabulary of rights to celebrate and reflect

How is this subject resourced?

The Rights Lead is an experienced teacher and TLR holder.

All classrooms have a RR Charter which is referred to throughout the year and a Respecting/reflecting display linked to our behaviour policy. Each class from Reception to Year 6 elect 2 Ambassadors that attend regular meetings and support the SLT in different school tasks. School has a RR Lead, a RR SIP team and a RR Link Governor. The RR lead has a central space for resources and updates resources in an easily accessible shared file on the system. Staff also have access to the Unicef Rights Respecting online resources and training by Unicef.