

Rights Respecting School



Southwark Park Primary School
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Healthy School Champions

Who we are...



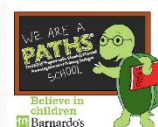
- We want the children at Southwark Park Primary school to become life-long learners who are advocates for justice within their local and global community. We want our children to know that they can make a difference!



What do we offer?



- Healthy School Champion and took part in the girl self esteem project
- We teach PATHs Weekly in our school as part of our PSHE scheme
- We use a restorative approach to help with our behaviour management
- We have a Gold award for the Healthy School Award
- We are a Silver Rights Respecting School working towards our Gold award
- Count Me In EYFS group looking a challenging gender stereotypes
- We work with our drama specialist to help develop our pupils to be
 - Peer mediators, F.A.B (Friends Against Bullying), Assertiveness (quiet pupils)



Rights Respecting Schools Award

- In 2017 we became a Silver Rights Respecting School.
- We explicitly teach children from nursery all the way to year 6 what their rights are and how to respect them.
- Children are able to link their learning to United Nations Convention of the Rights of the Child.
- Teachers use their medium term plans to link their topics/ books to Rights. Children learn the Article number, the Right and how to respect it.
- A very important part of teaching Rights is ensuring the children are aware of their role as global citizens.

- **EYFS:** As part of our All about me topic we look at **Article 27** 'Right to a Shelter'. We look at different kinds of homes and what the children need to have an adequate home. We draw a blank house template and the children draw everything that they think they need - running clean water, toilet, shower, heating, roof etc. Through this activity the children discussed what they wanted in the house compared to what they need.
- **KS1:** In Year 1 and 2 part of our science learning is understanding how humans stay healthy. **Article 24** details how children should have good quality health care, clean water, nutritious food, and a clean environment. Both year groups link their learning to their rights and locate the places within our school, home and our local area that mean we can access this right.
- **KS2:** In Year 6 the children learn about Martin Luther King. They study his speech and background around black rights in America at this time. This links to many articles including **8, 13, 14, 15** and the children have the opportunity to write their own speech that links explicitly to the rights of a child.

- Last half term the Rights Respecting members held workshops in every class and taught the children to use new Rights respecting resources.
- Through these workshops the children commented that they felt more confident naming and talking about a range of rights
- After we invited parents to a presentation where the children taught the parents how to use the resources.
- Some of the activities were:
 - Find the rights poster = spot the rights! How many can you find?
 - Rights photographs – label/ match words to the photographs.
 - Rights respecting cards – bingo or argue that your right is the most important.
 - Wants and needs cards – sort the cards into wants and needs.

- Here are some pictures from the workshop.



- Now on your tables, you're going to take part of in some of the games and activities we did with the parents and children.
- Does anyone have anything they would like to share about the activities?

Outcomes

- Planned: children to have the knowledge to talk about their rights and use their rights to resolve problems. Since embarking on this project the children are more self aware and able to see others points of view and reason. There has been a 20% increase in children talking about rights from our baseline that was done before the Silver Award. As a result of our Rights Respecting work there has been a 10% decrease in our time out figures.
- Unintended: Parents are now using the language of Rights when speaking to their children and to teachers.
- Wider impact: children to be more aware of themselves as global citizens.
- Sustainability: going for the gold award we want the Rights fully embedded in our curriculum and learning environment. Parents are key to ensuring the long term success.

What the children think...

- “I know that I have the right to learn and that I must make sure I respect others rights to learn as well by not distracting them”
- “We all have a right to play!”
- “I like learning about rights as it helps me solve problems and think about other feelings more”
- “As a whole class we try to make sure we listen to our Duty Bearer who is helping us uphold our rights”



Count Me In

- We have just started our journey into ensuring that our EYFS is tackling gender stereotypes.
- As part of the Count Me In Project we have received training on what is appropriate language to use within the setting.
- We have reviewed our book corners and have planned a range of books to buy that challenge gender stereotypes and promote diversity.
- For enterprise week we are challenging traditional female/ male jobs by inviting female fire fighters/ male nurses to speak to the children. We are hoping this will inspire the children to think of different career options.

Next steps in our journey

- We are delivering training to midday meal staff and support staff around using 'rights respecting language'
- Continuing to encourage our children to be 'global citizens' by each year group choosing a way in which they can support and campaign for a cause in the local area or globally.
- We are signing up to the Gender Action Awards to support in tackling gender stereotypes.