

A SPOTLIGHT ON RIGHTS RESPECTING SCHOOLS' AWARD

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Hello and welcome to our latest curriculum newsletter, this time with a focus on Rights Respecting Schools Award.

Here you will find out some important information to help you keep up to date with the progress and work that the Raddlebarn children and staff team are carrying out to work towards UNICEF's Rights Respecting School Gold Award. If you would like to get involved in any of our campaigns or feel you could contribute to one of our Steering Group meetings, please do get in touch with me.

Thank you for taking the time to read it!

Mrs Merrifield



Working towards Gold Award

At Raddlebarn we are committed to upholding The United Nations Convention on the Rights of the Child (CRC), by sharing understanding of work that improves child wellbeing, school improvement, global justice and sustainable living. There are many ways that we do this to fit in with each of the 'strands' UNICEF require us to work within:

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

Our aim is to ensure relationships are positive and founded on dignity and a mutual respect for rights of our children. Some of the ways we contribute to children's rights as well as support of Gold Award can be briefly outlined here:

- Special assemblies including RRSA assemblies.
- Curriculum enrichment days.
- Curriculum linked trips and visits.
- Pupil Peer Mediators in both playgrounds.
- OPAL - Playgrounds (Outdoor Playing and Learning)
- Pastoral interactions – each child is welcomed into the classroom each morning and all staff act as duty bearers, ensuring every child's voice is heard.
- Links with community project and wider community.
- Article of the half term or month – linked to UNICEF's objects and positive outcomes for all children.
- Articles represented in Reflection books and displays to link UNICEF core values and align with Raddlebarn's monthly values.
- Protected time to read for pleasure.
- Special, allocated time with Hazel, our school therapy dog.
- Pupils are valued as monitors, with responsibilities shared in class.
- We have an impactful curriculum, with strong PSHE topics
- Picture News – rights are discussed weekly as part of an assembly, this allows for debate and respect for each other's opinions.

Central to the ethos and work that the UNICEF carry out, is the teaching and learning **through** rights at Raddlebarn. We do this by ensuring there is a thread running through our curriculum, so that the children learn about rights in each year group, then repeat progressively as they move through the school. Our curriculum not only reflects, but embeds an understanding of relationships, mutual respect and the concept and examples of **dignity** within our school.

Children understand and can talk about how rights and dignity reflect their school life, feel their voice is heard and have opportunities within these lessons to explore **fairness** and **equity** in their own lives as well as the lives of others from different backgrounds, cultures and countries.

Children's social and emotional wellbeing is a priority. Raddlebarn received our RRSA Silver Award last academic year and we are now working towards our Gold award through our teaching and learning about rights across the curriculum. Additionally, children know that as duty bearers, staff have systems in place to support children with additional needs, whether they are emotional, social, mental, or physical needs – there is information, adaptations, and trust in the school to meet these needs.

Playtime

The work we are doing with OPAL is having an impact at playtimes, pupils building good relationships, maintaining these and repairing them. They are also developing their learning characteristics as this promotes children's ability to be confident in their risk assessment of their play, resilience, work as a team member, communicate effectively and problem solve. They have access to trained, pupil peer mediators to support any conflict resolution.

Our **RRSA Pupil Steering Group** are excited to talk to pupils about the developments in our playgrounds and to listen to our peer mediators about how they are **valued members** of our school community.



Raddlebarn Steering Group announced!

MEET THE TEAM! Milo (2KM), Lucy (2G), Elise(3A), Lucy (3M), Hannah (5MO), Antonia (4H), Zoya (4HW), Savithi (5MA), Kalila (6I), Isla (6O)

This term we have been meeting to discuss future and current campaigns, as well as our roles and responsibilities as ambassadors for the United Nations Convention on the Rights of the Child.

Our focus for summer term is collating pupil voice discussing the positive impact that OPAL has had during playtimes.

Campaigns & International Day of Play

The new Steering Group have some fantastic ideas about what they can contribute to school and the wider community. Currently, they are concerned with the pending proposal of closing our local library and will be engaging with local MPs and Friends of Stirchley Library to help campaign against closure. Raddlebarn children use the library throughout the year and many of our children are members too.

Thank you to Greta from 4H for her super campaign poster in this newsletter!

To have your say please use this link: <https://friendsofstirchleylibrary.org.uk/> for more information.

International Day of Play 11th June

The Steering Group are meeting next week to discuss plans to support UNICEF's International day of Play - watch this space, and watch this link to learn more!

<https://www.internationaldayofplay.org/>

If you would like to get involved in any of our campaigns, please do get in touch with me. Have a super weekend! Mrs Merrifield

