** Renfrewshire Council – Education and Leisure Services** 

**St John Bosco Primary School and Nursery Class**

**Rights Respecting School**

**Developing Global Citizenship through RERC/RME**

**Where we began**

Like most other schools across Scotland, our school was, by and large, a good school. We had a positive HMIe inspection in 2006, attainment in 5-14 levels was good, our children were well behaved and interested in their learning, the school was generally a nice place to be, but… something was missing. Had you asked our children why they had to do their homework, work hard in class, be kind or any other question you could think of, the answer would probably have been, “Well, because you just have too” or “well, the staff tell you to”. Now, it is nice to work in a school where the children do behave “Just because you have to” and do things because “The staff tell us to” but was this really good enough? When Building the Curriculum 3 arrived in the school, something on page 13 made us stop, think and say to ourselves “maybe not”. Right there, in the top left hand corner of the Curriculum framework, was one little box which made us really question what was going on in our school, question what exactly we were doing to help our children to fulfil our school aim of our children being “good, upright Christians”

“Values – Wisdom, Justice, Compassion, Integrity.

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.”

Curriculum for Excellence clearly and overtly stated that it is a curriculum based on values. Our school also based itself around values, namely those coming from the Gospels, and unsurprisingly the Gospel values were so closely linked with those values of Curriculum for Excellence that they seemed to merge into one another. Yet, whilst the children could talk about these values, make reference to them, talk about how St John Bosco wanted all of his children to be good, upright Christians, how did this relate in today’s world? What did it mean for our children? How could they put their Christian beliefs and values into real action? How were we fulfilling the mission of the Catholoic school to proclaim the word of God? And how did that all fit together with the new curriculum where wisdom, justice, compassion and integrity were to be the goal of a society, where all young people moved towards informed and responsible citizenship?

**The Next Step**

We looked at Curriculum for Excellence a little more closely, in particular RERC and Health and Well Being. What we found was also true of RME and health and well being. ( Show quotes below).

**Religious and moral education – principles and practice**

“ Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. “

“Children and young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global.”

**Religious education in Roman Catholic Schools**

The Scottish Government is working in partnership with the Catholic Education Commission in the development of guidance for Catholic schools in keeping with the values, purposes and principles of Curriculum for Excellence.

“Catholic schools aim to help all students to develop their fullest potential, preparing them for life, informing their minds and forming their characters so that they can contribute with others, and above all with God, to the transformation of their world.”

 “Catholic schools are communities which are open, welcoming and inclusive. The Church expects that Catholic schools, working with parents and families, will seek to prepare pupils to find happiness and to lead lives of goodness, built upon Christian values, personal integrity and moral courage.”

**Health and Well Being – principles and practice**

“The statements of experiences and outcomes in health well being reflect a holistic approach to promoting health and well being of all children and young people. They are consistent with the United Nations Convention on the Rights of the Child, which sets out the right for all children and young people to have access to appropriate health services and to have their health and wellbeing promoted.”

RERC/RME and Health and Well Being experiences and outcomes all have very clear links to the promotion of citizenship, both in a local, national and global context. So where does UNICEF Rights Respecting School award fit into this?

What is the Rights Respecting School Award?

UNICEF’s Rights Respecting School Award is based around the ideology that all children, regardless of sex, ethnic origin, social status, language, age, nationality or religion, are entitled to Rights as laid out in the United Nations Convention on the Rights of the Child. It aims not only to empower children through knowledge of these rights, but also to improve the quality of their lives and the lives of others through a clear understanding of the inherent responsibilities which the Rights of the Child bring.

From UNICEF’s literature ( show quotes and also stepped image on powerpoint – use of script to elaborate)

“ The Rights Respecting Schools Award is premised on the understanding that for children to want to achieve, they have to feel included, that they belong, that they matter.

Learning that you have certain rights, now, simply because you are a child provides a starting point for building self esteem.

Learning that they way “things are done” in schools is based on rights and responsibilities drawn from the articles of the UNCRC connects with all children because:

* It appeals to their self interest
* It connects them to children everywhere
* It derives from a higher authority

From here bridges can be built to the very vulnerable and abused. They can become empowered by learning that there is an alternative to the negative world of their early years.

Form this starting point too, children can begin to make connections with the needs and rights of other children. Thus begins the journey of learning about our rights and responsibilities and the values that underpin this way of seeing. This approach brings children into early contact with ideas of interdependence and thus the need for cooperation.

It leads them to view their role as global citizens in terms of justice and empowerments.

Knowing that they have a right to participate, to have a voice in decisions that affect them arouses their interest and opens the way to exploring the skills, language and concepts required to exercise this right and the responsibilities that accompany it.

**How did we go about embarking upon UNICEF’s Rights Respecting School Award?**

Discuss handout – UNICEF RRSA with RERC/RME/HWB

**What are the benefits**

Pupil presentations

**Practical examples**

Carousel of practical examples -