

A school's journey to developing Rights Respecting Citizens

Step 1

After consultation with the children, parents and adults within the school a decision is made to make rights education a priority in the School Improvement plan for the coming session.

Step 2

CPD on children's rights within the UNCRC is delivered to staff. This could come from the local authority or from an established Rights Respecting School within the Glasgow and Clyde Valley Rights Respecting Management Group.

Step 3

Identify some rights that are more relevant to your school and ask classes to research that right then hold an assembly where the different children make a presentation on the right they focussed on. Invite the local paper and send information home in order to reach parents and community.

Step 4

A steering group of school staff, pupils, parents and partners in the community is formed.

Step 5

An audit of the ways in which rights are already respected in the school, such as representative school councils, is undertaken.

Step 6

Rights within existing systems and procedures are made explicit, for example Article 12 concerns the right to be listened to so display it next to the Pupil Council notice board.
Article 31 concerns the right to play so display it next to the school sports board.
Article 15 concerns the right to meet and join groups so display it next to the after school programme.

Step 7

Undertake an audit of Global Citizenship work within the school and link rights in an explicit way to each area, for example
Article 24 the right to clean water, nutritious food and a clean environment made explicit in Eco work.
Article 22 a child who is a refugee has the same rights as one who is not made explicit in raising moneys for aid.

Step 8

Undertake an audit of curricular programmes and link rights in an explicit way to each topic, for example
Article 27 the right to good standards of care with a Needs and Wants topic in Social Studies.
Article 17 the right to reliable information with Internet Safety.
Article 14 the right to think and believe what they want in RME lessons.

Step 9

Ensure that any displays of curricular work are labelled with the appropriate Article.

Step 10

Build on Step 3 and introduce a whole school focus for a short period on rights education using resource material and lesson plans from the wide range available on the internet. Invite parents in at the end of the period to an assembly or, better still, into the classes to learn from the children.

Step 11

Begin the new session with a revision of rights learning and where appropriate prepare class charters which make explicit the rights of each child within the classroom and the wider school.

Step 12

Plan to integrate the celebration of rights within the weekly assembly.
You are now a Rights Respecting School but the journey never ends you just keep finding good ways to continue travelling.

