**Clydemuir Primary School**

**Impact of Rights Education**

Focus group meetings were held with three different groups of children from a variety of stages within the school and two senior classes in May 2013. The same questions were asked that had been asked by the local authorities QIO for RRSA at the beginning of the initiative. One of the focus groups was the same children that had been through the process with the QIO. The DHT held one of the focus group meetings and the two with the senior classes and the learning assistant working on RRSA held the other two focus group sessions.

The meetings brought up the following points:

* All children were clear that all children across the world have these rights.
* All children could name some of the rights, most especially those that had been a focus for Right of the Month and/or been specifically used by certain teachers.
* All children could say that they had been learning about rights through house days, homework, Right of the Month and assemblies.
* The children were less sure of the actual terminology of the UNCRC.
* Primary seven were able to talk about how they had learned about different rights in different areas of the curriculum such as RME and Literacy, particularly mentioning their novel studies.
* The children had clear ideas about resolving problems, putting their own point of views across and listening to others points of view.
* They all thought all adults within the school took rights and respecting rights seriously but were less sure that pupils did all of the time. Primary seven thought that everyone deep down does believe in it but not everyone remembers to carry out their responsibilities for others to receive their rights all of the time.
* Apart from P7, children were less sure of what they have learned about what is happening locally, nationally and globally and how they can become involved.
* Everyone felt the Pupil Council was effective, that they had lots of opportunities to take on responsibilities and that they were consulted about things affecting them in school.
* Most children thought that the school was nearly ready to be assessed for their level one RRS award.

However the DHT and the learning assistant taking these meetings felt a little disappointed that the children did not know more about the UNCRC. This included thinking they would know more about the different rights, different countries in the world and their implementation of the UNCRC and, aside from P7, they did not really make links to other areas of the curriculum.

In analysis of these results it can be seen that the children have been learning about the UNCRC but further work is required in class to make connections to other areas of the curriculum and ensure the children are learning about the UNCRC in a range of ways.

This should be addressed next session through an RRSA focus week at the beginning of the session and the working party supporting staff to make further connections throughout the school curriculum throughout the session.