**Renfrewshire Council – Education and Leisure Services**

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

**Rights Respecting School Level 1 – Steps for Success with CfE links First Level (HWB/RERC/RME)**

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| **Step for Success** | **Related Action/Activity** | **RERC link** | **RME link** | **HWB link** |
| **Step 1**  Present information on UNICEF Rights Respecting School award and seek whole school agreement on working towards achievement of UNICEF Rights Respecting School Level 1 Award | Proposal to whole school community to work towards award – views of whole school community sought via pupil councils, staff meetings, assembly, suggestion boxes in class parent council, parish partnerships etc | **RERC 1-06b**  I have examined the role of Jesus as teacher and a healer and I have reflected on how His words and actions influence my own life and the lives of others.  **RERC 1-20a –** I know that I have been called by God to grow in love, justice and peace in my relationships with others.  **RERC 1-21a** – I have explored the implications for Jesus’ command to love God and love my neighbour. | **RME 1-08a** I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways  **RME – 1-07a** I am developing respect for others and my understanding of their beliefs and values. | **HWB 1-13a** – Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.  **HWB 1-12a** – Representing my class, school and/or wider community encourages my self worth and confidence and allows me to contribute to and participate in society. |
| **Step 2**  Identify lead personnel with school and set up project steering group Steering group comprises of no more than 12 members. | Purpose and requirements of Steering Group shared with whole school community  Invitation extended to pupils, staff, community members etc to participate.  Children vote for pupil steering group representatives. | **RERC 1-06b**  I have examined the role of Jesus as teacher and a healer and I have reflected on how His words and actions influence my own life and the lives of others.  **RERC 1-20a –** I know that I have been called by God to grow in love, justice and peace in my relationships with others.  **RERC 1-21a** – I have explored the implications for Jesus’ command to love God and love my neighbour. | **RME 1-08a** I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways  **RME 1-09b** I can show my understanding of values such as caring, sharing, fairness, quality and love.  **RME 1-09c** – I am becoming aware that people’s beliefs and values affect their actions. | **HWB 1-10a** I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.  **HWB 1-11a** I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. |
| **Step 3**  Focus group of 12 pupils, (ideally 2 from each stage) – meets with UNICEF Education Officer to form a baseline survey/audit of schools current position in RRSA.  . | Focus group of pupils (12 pupils – 2 from each stage P2-P7) meet with UNICEF EO to take part in survey.  UNICEF EO reports results of baseline survey to Steering Group. | **RERC 1-06b**  I have examined the role of Jesus as teacher and a healer and I have reflected on how His words and actions influence my own life and the lives of others.  **RERC 1-20a –** I know that I have been called by God to grow in love, justice and peace in my relationships with others.  **RERC 1-21a** – I have explored the implications for Jesus’ command to love God and love my neighbour. | **RME 1-07**I am developing respect for others and my understanding of their beliefs and values.  **RME 109b** I can show my understanding of values such as caring, sharing, fairness, equality and love. | **HWB 1-10a** I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.  **HWB 1-11a** I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. |
| **Step 4**  Action plan formulated at Steering Group level with support of UNICEF Education Officer | Steering Group look closely at results of baseline survey – identify areas of strength and areas for development.  Discussions from Action Plan for RRSA. Action plan clearly identifies what needs to be done, how this will be done, timescale and resources required, expected outcome etc. (Use of SMART targets) | **RERC 1-06b**  I have examined the role of Jesus as teacher and a healer and I have reflected on how His words and actions influence my own life and the lives of others.  **RERC 1-20a –** I know that I have been called by God to grow in love, justice and peace in my relationships with others.  **RERC 1-21a** – I have explored the implications for Jesus’ command to love God and love my neighbour. | **RME 1-08a** I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways **RME 1-09b** I can show my understanding of values such as caring, sharing, fairness, quality and love. | **HWB 1-10a** I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.  **HWB 1-11a** I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. |
| **Step 5**  Staff Training on Rights Respecting School Award | Staff undertake training with UNICEF Education Officer to become more familiar with RRSA, UNCRC and requirements to meet the standard for the award. |  |  |  |
| **Step 6**  Introduction of United Nations Convention on the Rights of the Child to whole school community – Assembly input. | Whole school community are introduced to the UN Convention on the Rights of the Child  Assembly input to pupils from Steering Group members (pupils)  Parent information evening  Newsletters  Parish bulletins | **RERC 1-01a** I am discovering God’s precious gift of life and reflect on how this reveals God’s love for me.  **RERC 1-02a** – I know that a loving God has created me and that my uniqueness can develop according to God’s plan for me.  **RERC 1-06b**  I have examined the role of Jesus as teacher and a healer and I have reflected on how His words and actions influence my own life and the lives of others.  **RERC 1-20a –** I know that I have been called by God to grow in love, justice and peace in my relationships with others.  **RERC 1-21a** – I have explored the implications for Jesus’ command to love God and love my neighbour. | **RME – 1-07a** I am developing respect for others and my understanding of their beliefs and values.  **RME 1-08a** I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways **RME 1-09b** I can show my understanding of values such as caring, sharing, fairness, quality and love. | **HWB 1-09a** As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. |
| **Step 7**  Whole school familiarisation of UNCRC linked to school Gospel Values | Regular steering group meetings to audit progress on action plan  Assemby input, Community Prayer, Diaries, Code of Behaviour, Displays etc  Curriculum – links made with articles of the convention through all curricular areas of learning  Whole school learning – global citizenship assemblies (eg Martin Luther King Day, World Day for Peace, Armistice Day) | **RERC 1-01a** I am discovering God’s precious gift of life and reflect on how this reveals God’s love for me.  **RERC 1-02a** – I know that a loving God has created me and that my uniqueness can develop according to God’s plan for me.  **RERC 1-03a** I am exploring God’s relationship with others and I have reflected on how people’s faith has helped them in difficult times.  **RERC 1-04a** I can describe God as Father, Son and Holy Spirit and I have reflected on how God can support me in my life.  **RERC 1-05a** I am familiar with the Christmas story and I know that at Christmas we celebrate the birth of Jesus the Son of God and Son of Mary.  **RERC 1-06a** I have examined some political, social, historical and religious elements in first century Palestine and gained an understanding of Jesus’ life on earth.  **RERC 1-06b**  I have examined the role of Jesus as teacher and a healer and I have reflected on how His words and actions influence my own life and the lives of others.  **RERC 1-08a** I know that through the Community of the Church, people can experience God’s love and care and I have reflected on how this community celebrates together.  **RERC 1-10a** I have examined the role of the Holy Spirit in my live and in the lives of others.  **RERC** I can share some bible stories and I can explore how God speaks to us through these stories. I have reflected on how these stories can help me to live a Christian life.  **RERC 1-19a**  I know that the Holy Spirit strengthens my faith and the faith of the saints and I have reflected on how the stories of the saints can inspire me to live a more Christian life.  **RERC 1-20a –** I know that I have been called by God to grow in love, justice and peace in my relationships with others.  **RERC 1-21a** – I have explored the implications for Jesus’ command to love God and love my neighbour.  **RERC1-22a** I have explored the call to forgiveness and reconciliation and have reflected on how this can restore my relationship with God and others. I can put this understanding into practice in my relationship with God and others.  **RERC 1-23a –** I know that God has given me the freedom to make choices about the way I live my life. I have reflected on how the decisions of my conscience affect my relationship with God and others.  **RERC 1-24a –** I have considered ways in which the Catholic Christian community works together to show care for the world and for the needs of all people. I have reflected on the implications of this for my life and that of others.  **RERC 1-25a** I am awsre that the Jewish and/or Muslim communities believe in God.  **RERC 1-26a –** I am aware of family and community values in the Jewish and/or Muslim faiths.  **RERC 1-27a** I can identify the places of worship of the Jewish and/or Muslim faith  **RERC 1-27b**  I know that the Jewish and/or Muslim communities have special books which are important to their beliefs. | **RME 1-02a** Having explored bibilical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people’s lives and communities.  **RME 1-03a –** Through investigating Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am  **RME – 1-07a** I am developing respect for others and my understanding of their beliefs and values.  **RME 1-08a** I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways  **RME 109a-**I am developing an awareness that some people have beliefs and values which are independent of religion.  **RME 1-09b** I can show my understanding of values such as caring, sharing, fairness, quality and love.  **RME 1-09c** – I am becoming aware that people’s beliefs and values affect their actions. | **HWB 1-09a** As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.  **HWB 1-05a** – I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.  **HWB 1-44a –**  I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. 5a  **HWB – 1-45a –** I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.  HWB 1-47a I recognise that we have similiarities and differences but are all unique.  HWB 1-49a – I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. |
| **Step 8**  Whole school focus afternoons | Whole school focus afternoons – all pupils at all stages developing knowledge of Needs/Wants, Rights and Responsibilites, 3 column approach.  Use of critical skills/cooperative/collaborative teaching approaches to encourage pupil engagement/participation. | **RERC 1-01a** I am discovering God’s precious gift of life and reflect on how this reveals God’s love for me.  **RERC 1-02a** – I know that a loving God has created me and that my uniqueness can develop according to God’s plan for me.  **RERC 1-03a** I am exploring God’s relationship with others and I have reflected on how people’s faith has helped them in difficult times.  **RERC 1-04a** I can describe God as Father, Son and Holy Spirit and I have reflected on how God can support me in my life.  **RERC 1-05a** I am familiar with the Christmas story and I know that at Christmas we celebrate the birth of Jesus the Son of God and Son of Mary.  **RERC 1-06a** I have examined some political, social, historical and religious elements in first century Palestine and gained an understanding of Jesus’ life on earth.  **RERC 1-06b**  I have examined the role of Jesus as teacher and a healer and I have reflected on how His words and actions influence my own life and the lives of others.  **RERC 1-08a** I know that through the Community of the Church, people can experience God’s love and care and I have reflected on how this community celebrates together.  **RERC 1-10a** I have examined the role of the Holy Spirit in my live and in the lives of others.  **RERC** I can share some bible stories and I can explore how God speaks to us through these stories. I have reflected on how these stories can help me to live a Christian life.  **RERC 1-19a**  I know that the Holy Spirit strengthens my faith and the faith of the saints and I have reflected on how the stories of the saints can inspire me to live a more Christian life.  **RERC 1-20a –** I know that I have been called by God to grow in love, justice and peace in my relationships with others.  **RERC 1-21a** – I have explored the implications for Jesus’ command to love God and love my neighbour.  **RERC1-22a** I have explored the call to forgiveness and reconciliation and have reflected on how this can restore my relationship with God and others. I can put this understanding into practice in my relationship with God and others.  **RERC 1-23a –** I know that God has given me the freedom to make choices about the way I live my life. I have reflected on how the decisions of my conscience affect my relationship with God and others.  **RERC 1-24a –** I have considered ways in which the Catholic Christian community works together to show care for the world and for the needs of all people. I have reflected on the implications of this for my life and that of others.  **RERC 1-25a** I am awsre that the Jewish and/or Muslim communities believe in God.  **RERC 1-26a –** I am aware of family and community values in the Jewish and/or Muslim faiths.  **RERC 1-27a** I can identify the places of worship of the Jewish and/or Muslim faith  **RERC 1-27b**  I know that the Jewish and/or Muslim communities have special books which are important to their beliefs. | **RME 1-02a** Having explored bibilical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people’s lives and communities.  **RME 1-03a –** Through investigating Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am  **RME – 1-07a** I am developing respect for others and my understanding of their beliefs and values.  **RME 1-08a** I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways  **RME 109a-**I am developing an awareness that some people have beliefs and values which are independent of religion.  **RME 1-09b** I can show my understanding of values such as caring, sharing, fairness, quality and love.  **RME 1-09c** – I am becoming aware that people’s beliefs and values affect their actions. | **HWB 1-11a** I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.  **HWB 1-14a –** I value the opportunities I am given to make friends and be part of a group in a range of situations.  **HWB 1-19a –** Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. |