

LASSWADE PRIMARY SCHOOL

RIGHTS RESPECTING SCHOOLS AWARD



MARCH 2016 NEWSLETTER

In P1X we have been looking at **Article 15**. You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others. During circle time activities we have been working on 'what makes a good friend'. We have decided that a good friend plays with lots of different people and is kind to others. We share our things and respect what our friends are saying. We know that we can choose our own friends but we should think of others too. We think that everyone has the right to have friends and to choose their own friends.

In P1Y we have been looking at **Article 12**. You have the right to give your opinion, and for adults to listen and take it seriously. We have been discussing our learning choice activities. Mrs. Roy finds out what we have enjoyed during the week and which activities we haven't enjoyed quite so much.

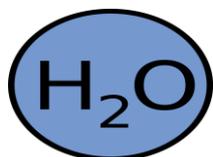
We then talk about why we liked them and what we would like to change. After we are able to make suggestions for next week's learning choices. Evie thinks that our opinions are listened to because the investigation area was changed when she wanted to find out how many legs animals have. It makes us feel important when adults in the school listen to our opinions.

We have been doing 'Circle Solutions' in Primary 2X. We have been learning about respect, friendship, positivity and resilience. This links with the right to learn, the right to be respected and the right to an opinion/say. Through our work on Circle Solutions we have learned how to be better friends, respect each other and share our opinions and thoughts with our class.



At the start of the year, P2Y decided upon the rights within our class charter and the actions we were going to take. We discussed what each right meant and how we would best achieve fulfilling that right. Although this was at the start of the year, we regularly re-visit our charter, update it and complete activities to ensure we are reminded about the rights and actions we signed up for. Examples of these activities are making a friendship chain to ensure everyone has the right to play and enjoy playing without getting hurt and role play drama activities to remind ourselves of the right to express your own feelings and ideas without getting laughed at or people making comments. We also do weekly circle time activities related to our actions and ensuring everyone get the same chances and opportunities as everyone else and that no ones rights are taken away.

P3X have begun work on a topic about Water. To begin their learning, Mrs Ferguson came to us from the office with an emergency message which said that all the water in Bonnyrigg was contaminated, but that it was not urgent to fix this as water is not that important!



Naturally, the children disagreed with this and we worked together to write an email back to the person in charge to let them know why water is extremely important and that making sure it is clean for everyone is very urgent .

Since then, we have found out that there are places in the world where the water is dirty and there are no proper toilets, so that children often fall ill and miss school. In fact, dirty water is the second biggest child killer in the world.

Then we looked at the UNCR: **Article 6** says that every child has the right to life and that governments must do all they can to make sure that children survive and develop to their full potential; **Article 24** states that every child has the right to the best possible health and that they should have clean water and **Article 28** sets out the right of every child to an education. If there is no clean water, none of these rights are being met. We saw on a video how a charity such as Water Aid can help to make sure that children have these rights again by helping villages to have clean water from a pump and proper toilets to use.

In P3Y during our Vikings topic we learned about how different their lives were. We looked at their lives compared to ours and learned that their lives were very different because they did not have rights, nor did the people they invaded. We decided life is much better when you have your rights.

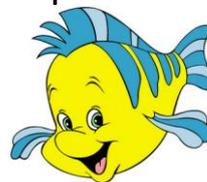


In P4X, we have been reading 'The Fish in Room 11' and we realised there are many characters whose rights are being affected. Toby: Toby is the character who is most affected by not having his rights. His right to be loved, cared for, to play and to learn are all being stopped. We felt this was very unfair and we felt very sorry for Toby. We were glad at the end when he was loved and able to play. Nigel: Although he was looked after by his parents, his father didn't listen to him so his right to be respected wasn't being met. Eliza and her family: They nearly lost their right to freedom. We felt that this would have been very unfair and would have made them very unhappy. We also felt that our work in school, such as in maths learning about place value and money and our trip to Rosslyn Chapel all allowed us to develop our talents and abilities.

P4Y have been studying the novel, "Fish in Room 11" by Heather Dyer. In our reading pairs, we discussed the main character Toby and what happens to him in chapter nine. We decided he is denied his rights:

- To play, have fun and be happy.
- Be safe.
- Attend school and get an education
- Be cared for and looked after because he only wears pyjamas and no shoes.
- He is treated like a slave and should not be working, as he is under age.
- Freedom of choice and speech and be able to rest and not work all the time.
- Right to know his family and where he came from.

We feel very sad that Toby's rights as a child are being exploited.



Through our novel study "Running Wild", by Michael Morpurgo, P5 classes investigated the Rights of a Child. This novel is based on the Boxing Day Tsunami, 2004 where a child called Will becomes lost in the jungle.

We identified the rights that were not being met and also compared the differences between the Rights of a Child in the UK to that of an Indonesian child.

In P6X we have been doing something called 'Circle Solutions' on Mondays and Thursdays. These help us with lots of different things like thinking about your emotions, treating people equally and being fair. We work together as a class to ensure that everyone is treated fairly. We value everyone's opinions and make sure that everyone has their voice heard by following the Golden Rules. The Golden Rules are:

- When one person is talking, everyone else listens
- You don't have to say anything and you may pass
- There are no put downs.

This links to the right to be heard and the right to be treated equally and fairly.

Doing Circle Solutions also helps us to encourage and support one another. It helps our self-confidence and helps to communicate easily with one another. We feel that Circle Solutions helps us to have the values of a Rights Respecting class and school.

P6Y have been working on the novel study 'Holes by Louis Sachar'. This novel links to Rights Respecting Schools in lots of ways because the book offered numerous opportunities to discuss and assess how children's rights were not being met. The children in the book were not being educated properly, as they had no access to a school and when one character tried to teach another how to read/write, the adults in the book put a stop to this (Article 28).

The children in the book had no say in their lives from the second they reached a juvenile detention centre, they were not taken seriously and their opinions did not matter (Article 12). At times in the book food and drink were withheld from children and this was seen as acceptable (Article 24).

In the book a child is imprisoned for a crime they did not commit (Article 37 and 40). During the course of the book children do not have free access to play and rest (Article 31). The children had little or no privacy during their stay in the juvenile detention centre (Article 16). The children were made to work in filthy conditions and their clothing was inadequate to protect them from the working conditions (Article 32).

One of the characters in the book had been separated from their parents and their parents didn't know where he was (Article 9). When we were reading the novel we discussed these different issues in detail, we used drama to act out how children's rights were not being met and we compared the children's lives in the books to our own.

This year in P7X we have been doing lots of activities connected to the Rights of a Child. First of all, we created our Class Charter which includes the rights our teacher should provide us with. When looking at our class novel, Parvana's Journey, we noted how Parana didn't have her rights met. We listed the few rights she had and the rights she didn't have such as having someone to care for her and having safety. We prepared an assembly that was based on UNICEF. We researched about other children's lives and what rights they had and didn't have. We made poems and PowerPoints based on other peoples' lives. We acted out a short drama about how something such as an earthquake can affect other peoples' lives. We sang the UNICEF song and identified rights.

By Laiba and Neve P7x

P7Y presented an assembly for both parents and pupils on the rights of the child and UNICEF. We conducted research on the rights and the work of UNICEF and how they try to protect children's human rights during times of hardship, such as, the aftermath of a natural disaster or war.

We used props and the story of Cinderella to keep people's attention and portray our message in a fun and interesting way.

We also made posters and acrostic poems about UNICEF. We also sung 'Imagine' by John Lennon and 'We've All Got Rights'.

By Jamie P7Y

Thanks

Mrs Stevenson would like to thank the Rights Respecting Steering Group for working so hard on our newsletter for this session. Well done everyone!!!

