

BUCKLAND CE PRIMARY SCHOOL

*Journey to
achieving
Silver*



STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

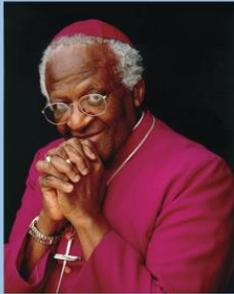
Examples of evidence includes:

- Weekly Rights Respecting assemblies example slides
- Weekly newsletter section on Rights Respecting work
- Learning about Rights in Circle Time
- Homework about Children's Rights

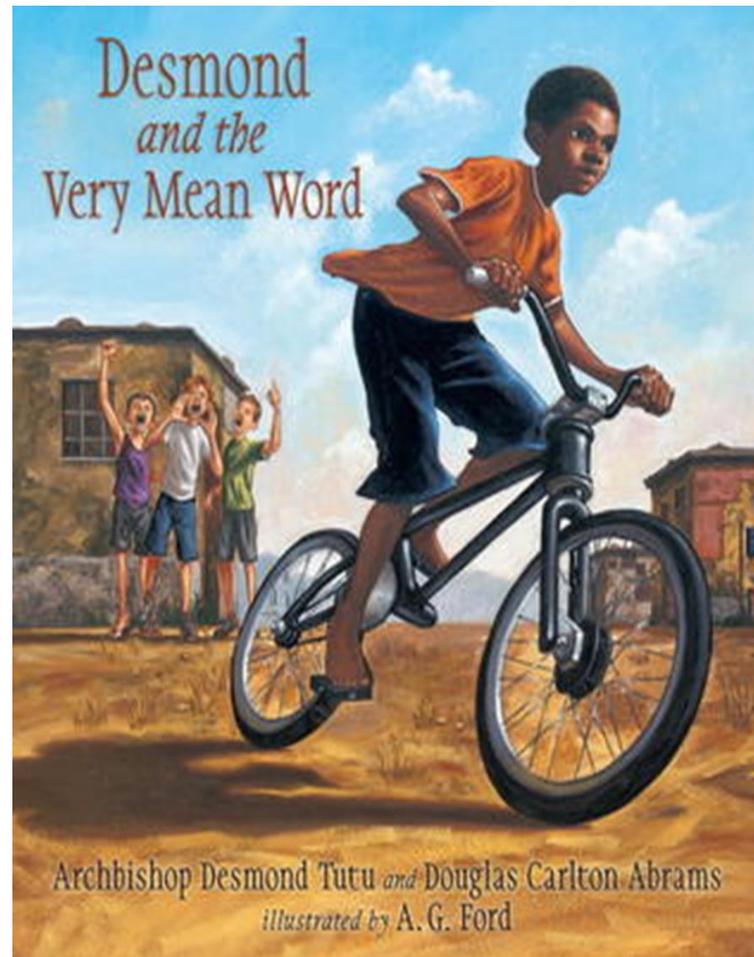


Article 19

- Children have the right to be protected from being hurt and mistreated, physically or mentally.



Desmond Tutu was a religious leader in South Africa. His protests helped to bring an end to South Africa's apartheid laws. Apartheid was a system that kept blacks separate from whites. In 1984 Tutu received the Nobel Peace Prize for his work.



Example of slides from one of our weekly Rights Respecting Assembly – this assembly focussed on Article 19; the children learnt about Desmond Tutu and discussed how the Article was linked to his younger years and the work he did as a grown up to protect children in South Africa.

Year 3/4 learning about Rights as part of their work in Circle Time (Jigsaw).

Child labour like in Victorian times
 "Doesn't go to school" "It's unfair that she has to work and not go to school"

"Children aren't learning because they are all being crazy"

Children in the top picture are learning because they are looking at their teacher, being respectful and caring about each other.
 "I would rather be in the top picture"



Year 3/4 learning about Rights as part of their work in Circle Time (Jigsaw).

Circle Time discussion on Article 27 - right to food, clothing and a safe place to live

Inspired by the photograph stimulus below the children considered what rights were not being given to the children in the pictures. Their responses were recorded on the standing white board as pictured and in their English books.



Year 1/2 learning about rights in Circle Time.

No light
 No food
 No house
 No careers
 No school
 No drinks
 Not safe - environment is hazardous
 No place to play
 No home

Poor / No money
 Not having a good life

Rights not upheld	
Rest	Food
Clean environment	School
Medicine	choice of friends
Home	
Play	
clothing	

Scared / terrified

Year 2 child reading and performing homework titled 'Freedom'.



Oak have identified problems in the world and shared the ones that concern them.

Friends are forgiving (Rose)
Always think how others could feel
Include everyone (Billy)
Rights are to be respected (Ruby)
Never treat others unfairly (Jack)
Ensuring people are treated fairly
Stand up for what is right (Catriona)
Say sorry (Margot)

When I see people in the world who are living in difficult conditions or who are suffering, I feel...

- (Archie) so discombobulated
- (Emily) grateful
- (Edward) sorry
- (Ruby) confused
- (Catriona) unfair
- (Anna) sad
- (Gail) (Billy) depressed/upset
- (Lidia) worried

Year 5/6 Circle time work on Rights

Writing = Article 7 right to a name

Using George's Marvellous Medicine as a focus, the children were imagining what Grandma might have been like as a child. I asked the children to think what her name was and to describe her. One child refused to give the young child "Grandma" a name telling me she doesn't have one. I reminded the child that everyone under the united nations rights, has the right to a name. "Oh OK" was the child's reply and a name was given.

Anecdotal evidence of ongoing ad hoc discussions where Children's Rights are discussed.

<p>Week 3 Equality Due 13th March</p>	<p>https://www.youtube.com/watch?v=bLxdoBbB4aA Watch this clip: ANZ #EqualFuture - Pocket Money Write about who you think is right and who you think is wrong. Give your opinion on who is right and why they are right. Try to use persuasive conjunctions to argue why you think that person is right. e.g., of course, clearly, evidently, surely, certainly, undoubtedly.</p>	<p>Research what is meant by equality and design a poster explaining what equality is. Link it to the United Nations Convention on the Rights of the Child (UNCRC) – as part of our Rights Respecting Schools work. Watch: https://www.youtube.com/watch?v=LN_70HXxd5Y Think about how being treated equally is part of the UNCRC – all children have rights.</p>	<p>Design an equality logo for school. e.g.</p> 	<p>Write a prayer for equality.</p>
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Examples of homework tasks for Year 3/4.

<p>Week 4 Earth Hour (Due 28th March)</p>	<p>Create a poster encouraging people to take part in Earth Hour on the <u>27th March</u>. Earth Hour is a WWF event to raise awareness for climate change issues across the globe. Use this website to help you: https://www.earthhour.org/ This <u>work</u> links to UNCRC Article 6: Life, survival and development</p>	<p>Research what you can do to save electricity and help the planet – write down some top tips, for example: Turn off the lights when not <u>needed</u> Turn off computers/<u>TVs</u> Use low energy lights</p>	<p>Create a collage of planet Earth that we could display for Earth Day</p> 	<p>Go on a nature walk with an adult – be a nature detective – which birds can you spot? Can you see any flowers? Which trees might you see. Look at the nature id posters on the Sycamore class page – <u>happy hunting!</u></p>
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STRAND B: TEACHING AND LEARNING THROUGH RIGHTS

Examples of evidence includes:

- Examples of Children's Rights
- Photographs of Class Charters
- Restorative Behaviour
- Work on Campaigns
- School policies that include Rights
- Example of children's work from across the curriculum linked to Rights



We have been thinking about the local environment and linking our work to a section of Article 29 - 'Your education should help you protect the local environment.' Rights Respecting Schools group planned a Nectar Cafe for pollinators such as bees, and have planted some French lavender and other bee friendly plants.

In July 2022, the Rights Respecting Group attended a UNICEF Conference for Children at Blenheim Palace. The conference focused on article 24 of the UN convention on the rights of the child. This article refers to the rights of children to live in a clean and healthy environment. During the conference the children had the opportunity to meet with the beekeeper at Blenheim Palace who gave a very inspiring talk about the importance of creating environments for wildlife and some top tips of how to do this in our own gardens and locality.





24

HEALTH,
WATER, FOOD,
ENVIRONMENT

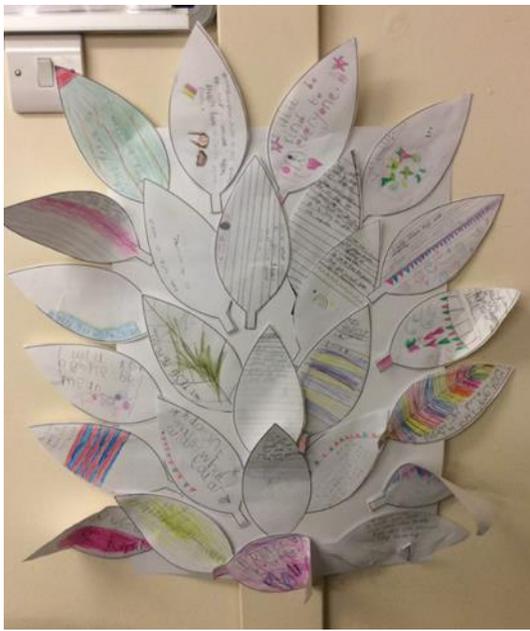
WHY ARE BEES SO IMPORTANT?

Article 24 says that: Governments must work to provide good quality health care, clean water, **nutritious food and a clean environment** so that children can stay healthy.



Making Bee bombs to take home and plant

Following the UNICEF conference, we held a whole school mixed age day with a focus on learning about why bees are important for the environment.



Curriculum

Black History month starts tomorrow and throughout the month we will build this into our curriculum and give the children regular opportunities to talk about what it means and why it is important. The clip below gives a child friendly introduction if you want to talk about it over the weekend.

<https://www.bbc.co.uk/cbeebies/joinin/black-history-month>

And one for older children:

[https://school-](https://school-learningzone.co.uk/key-stage-two/ks2-history/world-history/black-history-month/black-history-month.html)

[learningzone.co.uk/key-stage-two/ks2-history/world-history/black-history-month/black-history-month.html](https://school-learningzone.co.uk/key-stage-two/ks2-history/world-history/black-history-month/black-history-month.html)

Newsletter information regarding Black History Month



Example of work linked to Black History Month - Article 30

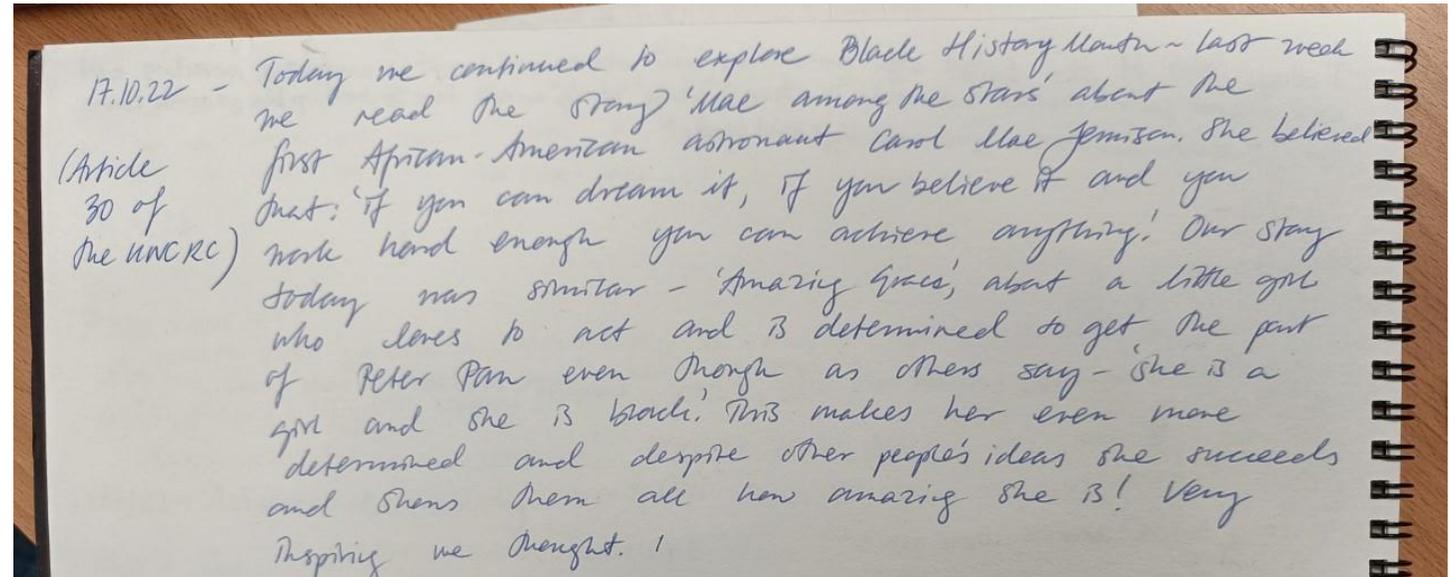
Year 1/2 listened to the story called My Daddy written by Martin Luther King III. Made pledges as to how they could ensure they included people who were in the minority (whether because they wore glasses, wore different clothes, had different skin colour). They created leaves for a Peace tree with pledges on e.g.

I will be kind to everyone

Include people in games.

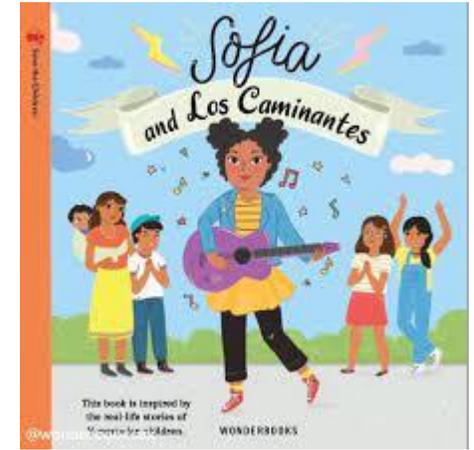
I will help people when they are hurt

We do not judge people by what we look like, if we do then the person that got bullied should tell a teacher.



Tuesday 10th January

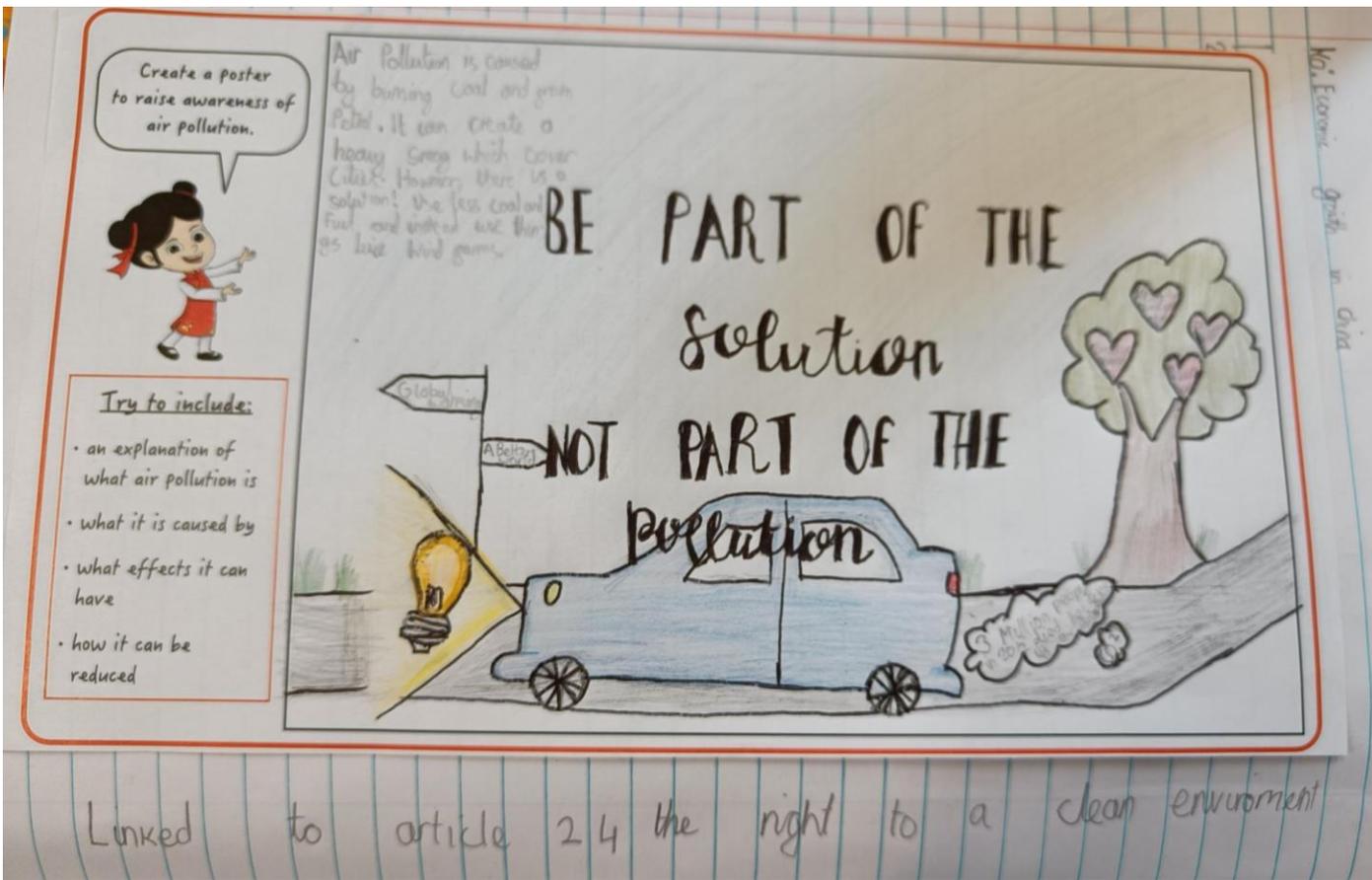
Read story 'Sofia and Los Caminantes' about a little girl who had to leave Venezuela and walk to Peru due to unrest and extreme inflation in Venezuela. We discussed UNCR article 28 - access to education and 27 - access to food, clothing and a safe home. Year 5/6 identified which articles were relevant to the story. We then talked about how important the articles are to children's lives all across the world.



Example of entrance into assembly book – Article 28

Tuesday 28th February ~ Rights Respecting Schools assembly - Articles for World Book Day ~ Art 17 - access to info from the media; Art 29 - Goals of Education; Art 31 (leisure, play & culture). Discussed how WBD was created by UNESCO in 1995 and celebrated in 190 countries. Lots of connections between WBD and children's rights. Children enjoyed talking about how much they love reading books and when.

Example of entrance into assembly book – Article 17; Article 29 and Article 31 – in the lead up to World Book Day



KS2 Geography work on pollution in China – children chose to link their work to Article 24 – the right to a clean environment.

Human Rights Day 10th December 2022



By Jacob Johnson | 4 December 2022

Example of Human Rights Day work in Year 4 – the children presented very thoughtful and engaging work.

My Human Rights Campaigner is - Marcus Rashford

Who is Marcus Rashford?



- Marcus Rashford is an English Professional Footballer who plays for Manchester United and England

When was he born?

- 31st October 1997 (He is 25 years old)

What is he famous for?

- Aside from being a professional footballer, he is a campaigner against racism, homelessness and child hunger in the United Kingdom



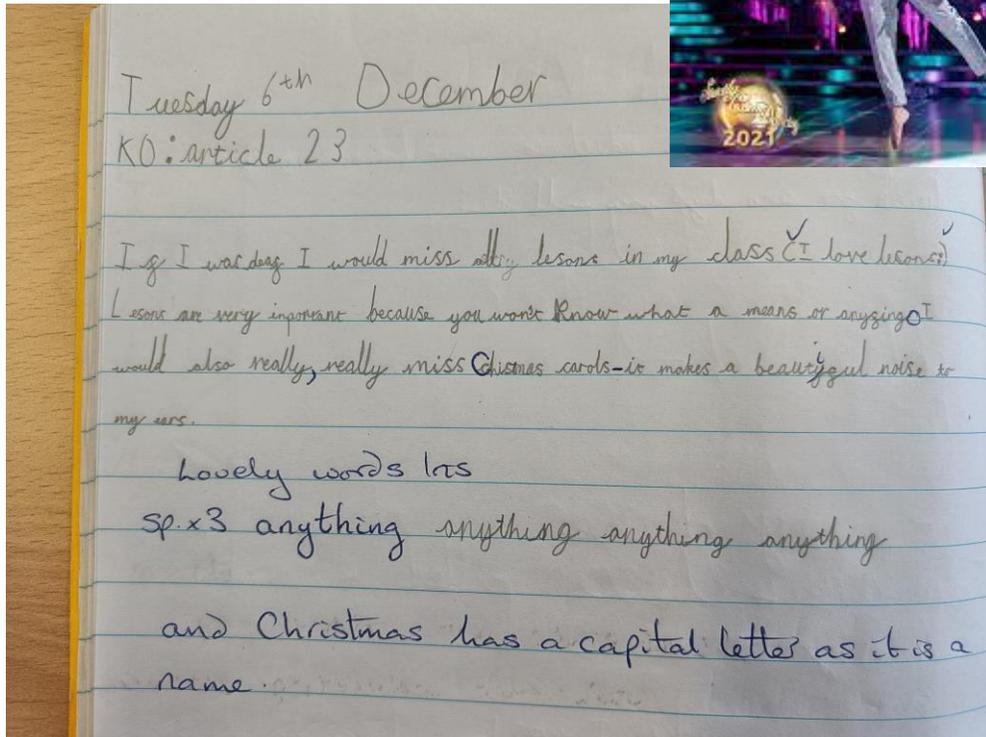
How did Marcus Rashford make a change?

- He is a campaigner against racism, homelessness and child hunger in the United Kingdom.
- Rashford has been praised for using his platform and fame as a footballer to help make positive changes.
- Rashford forced the Government into a U-turn on free school meals for vulnerable children during school holidays, and has helped raise millions of pounds to ensure children get to eat healthy meals.



Writing about invisible disabilities = article 23

Children viewed video of Rose Ayling Ellis dancing and were asked if there was anything wrong with her. Then we explained that she had an invisible disability and was deaf. The children then wrote what they would miss if they were deaf and what could they do to be supportive of a person with hearing difficulties.



RE - LQ for the Term – Who made the world? How should we look after it?

The third lesson in the series focused on God the Sustainer, and the provision of air, water, food and shelter in order to survive. Included in this lesson were the following slides for discussion by the class:

13 But unfortunately humans do not always take care of our world.



14 Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.



15 Do you think this right is respected everywhere?

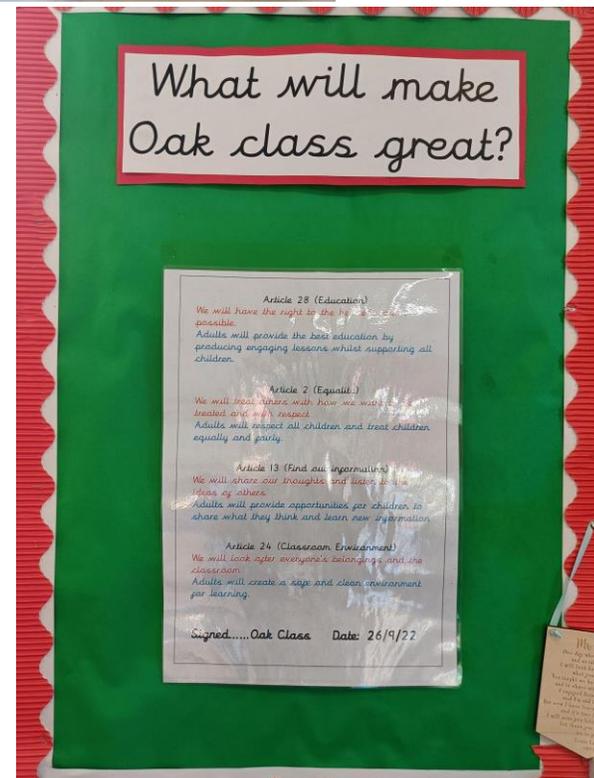
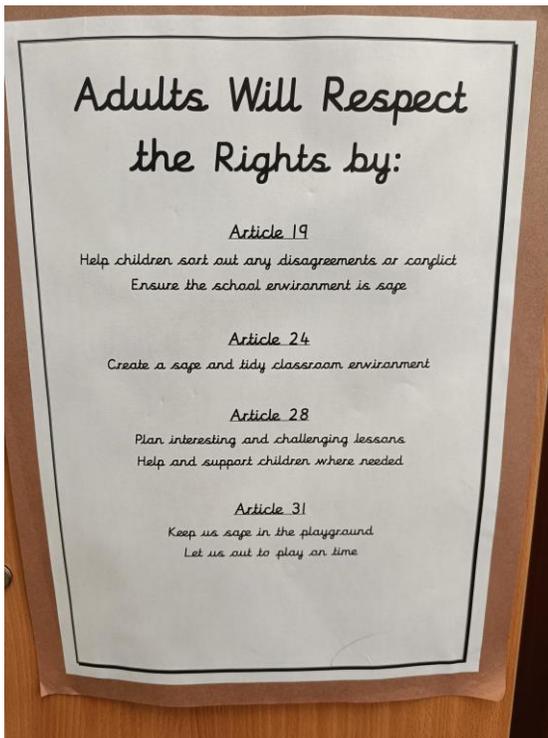
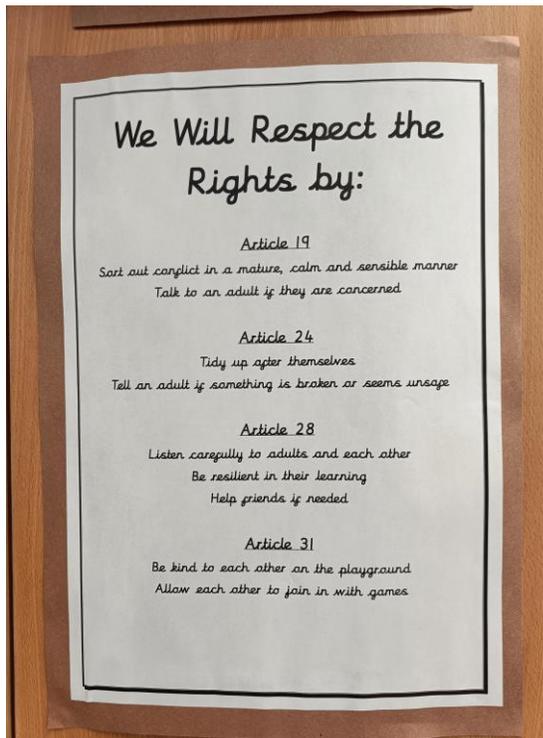
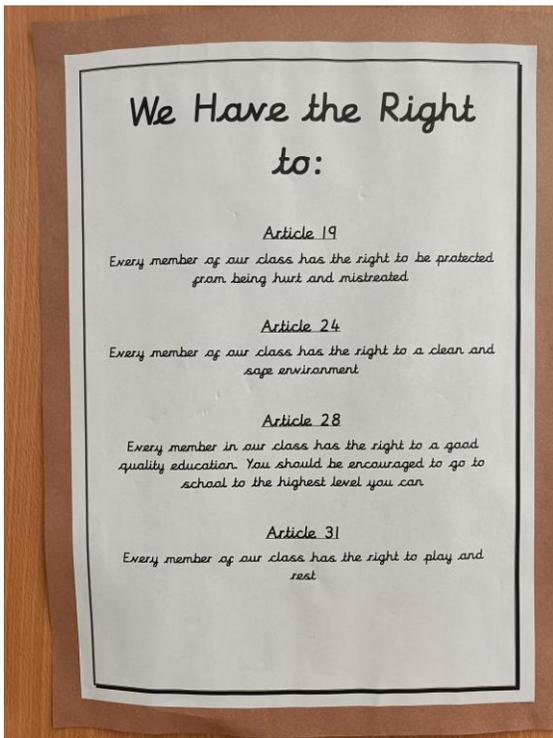
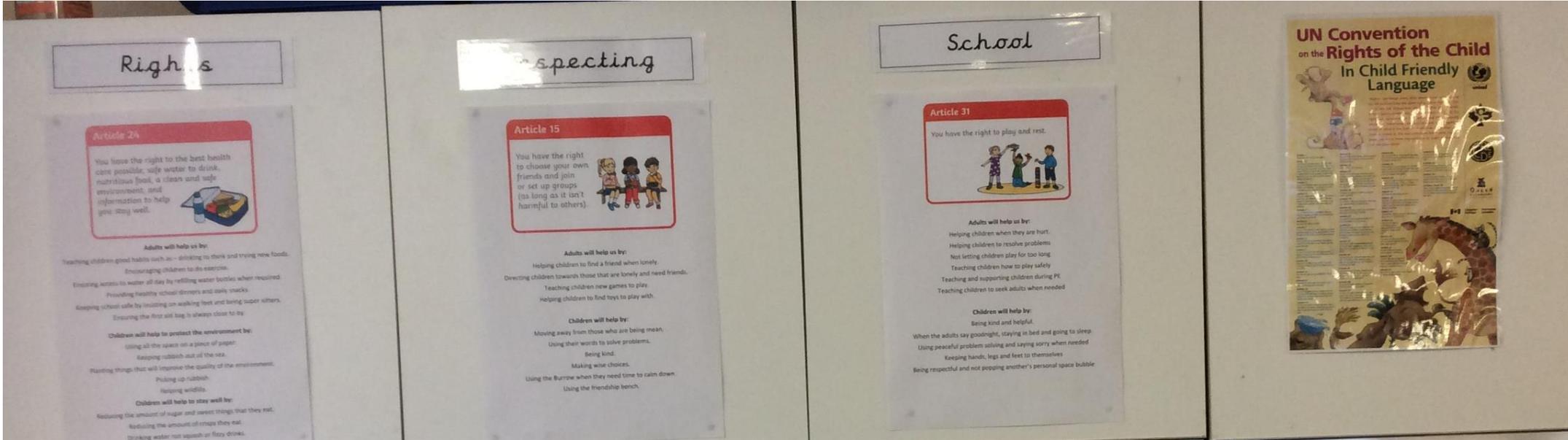


Year 1/2 RE learning – linked to Articles 24. This was followed up in the class newsletter -

Monday to Wednesday

This week on Monday the children considered all that nature provides in the form of air, water, plants and food to eat, and means of making shelter. We also discussed situations where children's rights to a safe clean environment are not upheld. From this they wrote prayers about what they were grateful for.

Class
charters
2022-23



STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

- Examples of evidence includes:
- Pupil Voice Group meetings
- Photographs of events which include fundraisers
- Copies of children's campaign letters to decision makers
- Agents for Change ppt and section of Children's anti bullying policy

LINKING LESSONS TO ARTICLES

Our older children have produced Power Point presentations showing how Articles link with lessons this term in Geography and English. Their presentations highlight the universality of articles and the difficulties encountered by many children when accessing their rights.



NIGERIA



We have looked at rights and we have spotted the ones that are not being upheld for some children in Nigeria. These are the ones we have found.

THESE ARE ALL THE RIGHTS...

UN Convention on the Rights of the Child

In Child Friendly Language



"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1

Everyone under 18 has these rights.

Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly or any less.

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6

You have the right to be alive.

Article 7

You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9

You have the right to live with your parents, unless it is bad for you. You have the right to live with a family who cares for you.

Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11

You have the right to be protected from kidnapping.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing,

Article 14

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 15

You have the right to privacy.

Article 16

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 17

You have the right to be raised by your parents if possible.

Article 18

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 19

You have the right to special care and help if you cannot live with your parents.

Article 20

You have the right to care and protection if you are adopted or in foster care.

Article 21

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 22

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 23

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 24

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 25

You have the right to help from the government if you are poor or in need.

Article 26

You have the right to food, clothing, a safe

Article 27

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 28

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 29

You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 30

You have the right to play and rest.

Article 31

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 32

You have the right to protection from harmful drugs and from the drug trade.

Article 33

You have the right to be free from sexual abuse. Article 33/No one is allowed to kidnap or sell you.

Article 34

You have the right to protection from any kind of exploitation (being taken advantage of).

Article 35

No one is allowed to punish you in a cruel or harmful way.

Article 36

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 37

You have the right to help if you've been hurt, neglected or badly treated.

Article 38

You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 39

These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

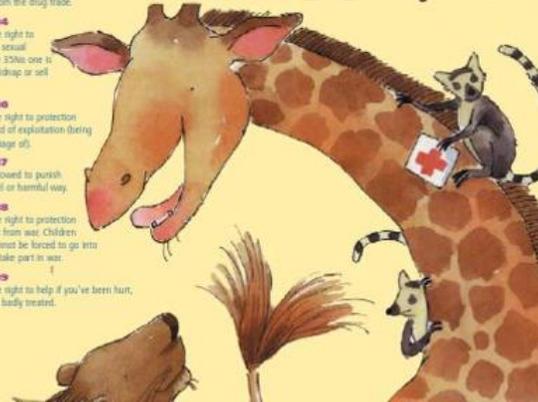


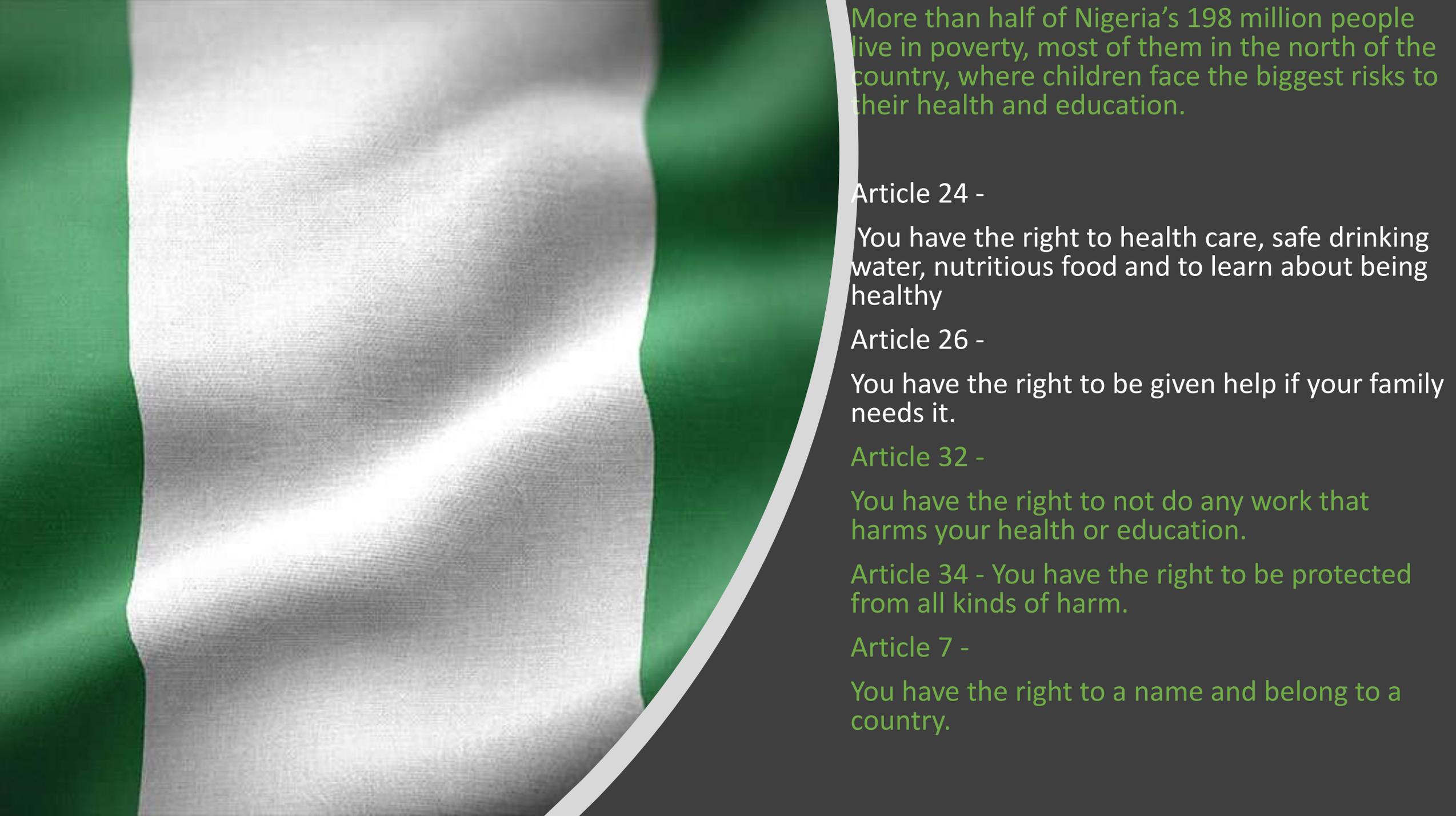
unicef



Canadian
Heritage

Patrimoine
canadien



The background of the slide is a close-up, slightly blurred image of the Nigerian flag, showing the green and white stripes. A white curved line separates the flag from the text on the right.

More than half of Nigeria's 198 million people live in poverty, most of them in the north of the country, where children face the biggest risks to their health and education.

Article 24 -

You have the right to health care, safe drinking water, nutritious food and to learn about being healthy

Article 26 -

You have the right to be given help if your family needs it.

Article 32 -

You have the right to not do any work that harms your health or education.

Article 34 - You have the right to be protected from all kinds of harm.

Article 7 -

You have the right to a name and belong to a country.

Article 28 - You have the right to learn at school.

Article 39 - You have the right to help if you have been hurt or not looked after well.

Article 27 - You have the right to a safe place to live, with the right kind of clothes for the weather and food to eat.

Article 12 - You have the right to be heard.

Article 19 - You have the right to be safe.

Article 5 - Your family must help protect your rights and help you know what they are.

Article 36 - You have the right to not be taken advantage of.

Article 15 - You have the right to choose your own friends and join groups, as long as you are not hurting others

Article 1 - You have rights and so does every person under the age of 18.

These are some extra facts about Nigeria and the poverty there.



facts-

1 - According to the report, which brings together the latest evidence on the profile and drivers of poverty in Nigeria, **as many as 4 in 10 Nigerians live below the national poverty line.**

2 - Another reason why there is poverty in Nigeria is due to the temperature for Nigeria is **26.9°C** , with average monthly temperatures ranging between 24°C (December, January) and 30°C (April) so there is a lack of water.

3 - 40.1% of people are poor according to the 2018/19 national monetary poverty line.



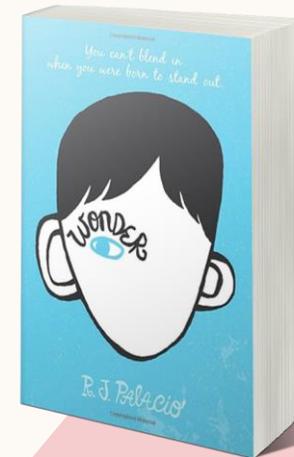
THANK YOU FOR
READING THIS
PRESENTATION 😊!

WONDER

The rights of the book
Wonder by R. J. Palacio

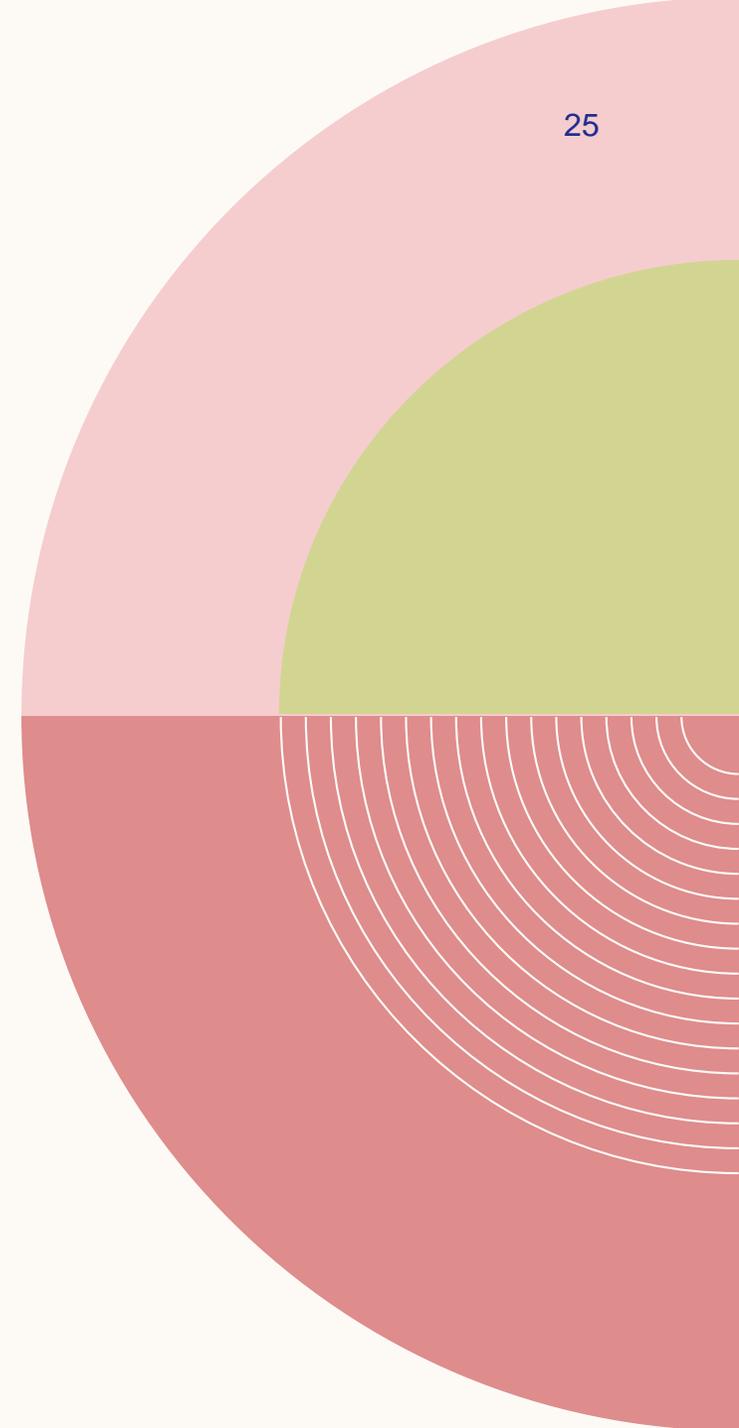
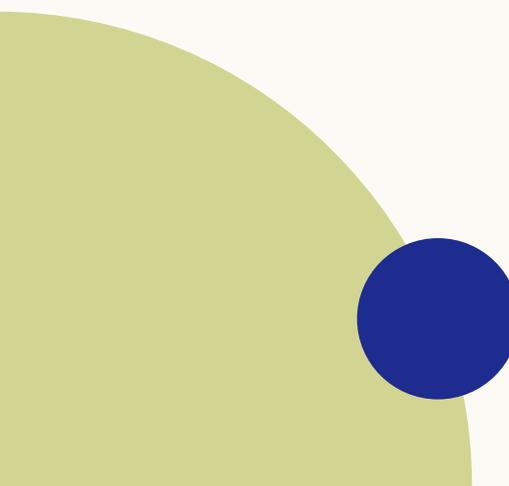
WHAT WE HAVE DONE

In writing we have been doing Wonder which relates to many articles. The book is about a boy with a facial deformity who goes to middle school. We have thought of over 25 articles that relate to this book



OUR MAIN ARTICLE

The article that we think best links with the book is article 2: all children have these rights no matter what they are or what they look like. We think this because the other rights that apply won't matter if this right is not used or prioritized. Also, Auggie has a facial deformity which means he doesn't look the same as others.





OTHER IMPORTANT RIGHTS

And why we have them

THESE ARE:

ARTICLE, 13,28,15,31,23,24,6 ETC. THESE ARE IMPORTANT AS THEY INCLUDE, YOU HAVE THE RIGHT TO GO TO SCHOOL, YOU HAVE THE RIGHT TO FIND OUT WHAT YOU THINK AND SHARE WHAT YOU THINK WITH OTHERS, ALL ADULTS SHOULD MAKE THE BEST DECISION FOR YOU ETC. THESE RIGHTS CANNOT BE TAKEN AWAY.



SHARING
THOUGHTS FREELY

ARTICLE 13

Sharing thoughts freely. This is because everyone is allowed to share their thoughts, including Auggie



ACCESS TO
EDUCATION

ARTICLE 28

Access to education. This is because Auggie has the right to have an education at school not just at home.



SETTING UP OR
JOINING GROUPS

ARTICLE 15

The right to choose your own friends. This is because Auggie was allowed to choose his friends. Like summer.



REST, PLAY,
CULTURE, ARTS

ARTICLE 31

The right to rest and to play. This is because Auggie is allowed to play even though he isn't normal.



CHILDREN WITH
DISABILITIES

ARTICLE 23

This is because even though auggie has a 'disability' he should still be respected.



HEALTH,
WATER, FOOD

ARTICLE 24

The right to health care. This is because he was allowed care when he was a baby. He was also allowed



LIFE, SURVIVAL AND
DEVELOPMENT

ARTICLE 6

The right to life survival and development . This is because children need survival and development



BEST INTERESTS
OF THE CHILD

ARTICLE 3

This is because his parents should do what's best for him

HERE'S WHAT I THINK, THE REASON I'M NOT ORDINARY IS THAT NO ONE ELSE SEES ME THAT WAY

R.J Palacio linked to article
2 the right to have rights no
matter what they look like or
what their opinion is

WONDER MAIN CHARACTERS



AUGUST

Relates to article:

23



R.J. PALACIO

Relates to article:

13



SUMMER

Relates to article:

2



CHARLOTTE

Relates to article:

12

THE ARTICLES OF THE MAIN CHARACTERS

Article 23-All children and young people have the right to be safe and happy, including children with disabilities. This relates from Auggie's facial deformity.

Article 13-sharing thoughts freely. This relates to R.J.'s idea to publishing a wide variety of books.

Article 2-no discrimination. This relates to how Summer looks after Auggie so well.

Article 12-respect for children's views. This relates to how Charlotte takes her time to respect Auggie's points in the story

ARTICLES IN DETAIL

ARTICLE 34

- The right to be protected from all kinds of harm. This relates to Wonder as he gets bullied at school as of his deformity and people make fun of him. This shows that he has the right to be always protected from harm and his parents and family look after him well and tell him that he can do it.

ARTICLE 36

The right not to be taken advantage of. This relates to wonder as people like Julian take advantage of him. So does Miranda. This is because Miranda pretended that Auggie was her brother. Also, Julian takes advantage of him by bullying him to get attention. These are an example of taking advantage of him.

OVERALL

Overall we believe that the rights of a child are extremely important and should be upheld for Auggie and every other child in the world.

Examples of Pupil Voice in the school include:

- House Captains
- School Council
- Rights Respecting after school group
- Playleaders
- Prayer group
- Agents for Change

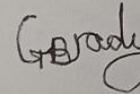
14th February 2022

Dear Mrs Brown,

I would really like to be in the rights respecting school club and be an ambassador and advocate of the UN's children's rights in the school. I strongly support the rights but one I strongly support is article 13 that states children have the right to share freely with others what they learn, think and feel by talking, drawing, writing or in any other way unless it harms other people. I think I would be promoting this right if I were a member of the club. I would also like to be in your club because I would be prepared to work in school and out of school telling people about them. I also strongly support article 42 which says, Governments should actively tell children and adults about this convention so that everyone knows about children's rights. However I believe that instead of the government, children like me could do it. Overall I would be very committed to the club and would love to be there. I hope you will accept my application.

Yours sincerely,

Grace Brady
Year 5



Letter of application to join Rights Respecting after school club

Dear Parents, the children have had a great day today raising money for Children in Need. We raised £238.42 for Children in Need today, thank you for supporting. We will let you know how much the event has raised next week. You may like to look together at the link which shows where the money goes and who it helps. I also attach the PowerPoint we have watched at school so you can share together and talk at home.

<https://www.bbcchildreninneed.co.uk/changing-lives/the-journey-of-your-donation/>



Newsletter information on Children in Need fundraising

Children

Anti-bullying week (written by Thomas, Year 6, School Council)

Don't forget that coming up we have got Anti Bullying Week starting on Monday 15th November when School Council will be hosting an assembly! Please come to school wearing odd socks on Monday to represent that we are all the same even though we are all different. The theme of the week is **One Kind Word**.

Newsletter information on Anti-bullying week written by School Council member

Examples include:
Photographs and newsletter excerpts
of events which include fundraisers

Children

Rights Respecting Schools

In our Rights Respecting assembly this week we talked about Earth Day which was celebrated on the 22nd of April - 192 countries take part and do lots of different projects to help the environment. We talked about what we can do to help - recycle, turn off lights and taps etc. I've attached an Earth Day pledge that I mentioned in assembly - the children can write 5 things they can do to help the environment (one on each finger). This is linked to Article 29 - Your education should help you to live peacefully and protect the environment. Please ask your child if they made a pledge in school and if not you could make one at home. Many thanks, Mrs Brown.

Earth Day pledge information from newsletter

School council explain Rights videos link?

Joshua Orphan and Community Care



News from Joshua Orphan & Community Care

Many congratulations to Buckland Church of England Primary School who have raised the fantastic sum of £1700 for the Joshua charity in Malawi.

The school council led by a member of staff, Sharon Bunting, chose to support the charity as part of the school's ambition to gain the silver award as a "Rights Respecting School". (a UNICEF initiative.)

The children raised money with a non uniform day with cupcakes, milkshakes, a fun sports activity and sponsored spell.

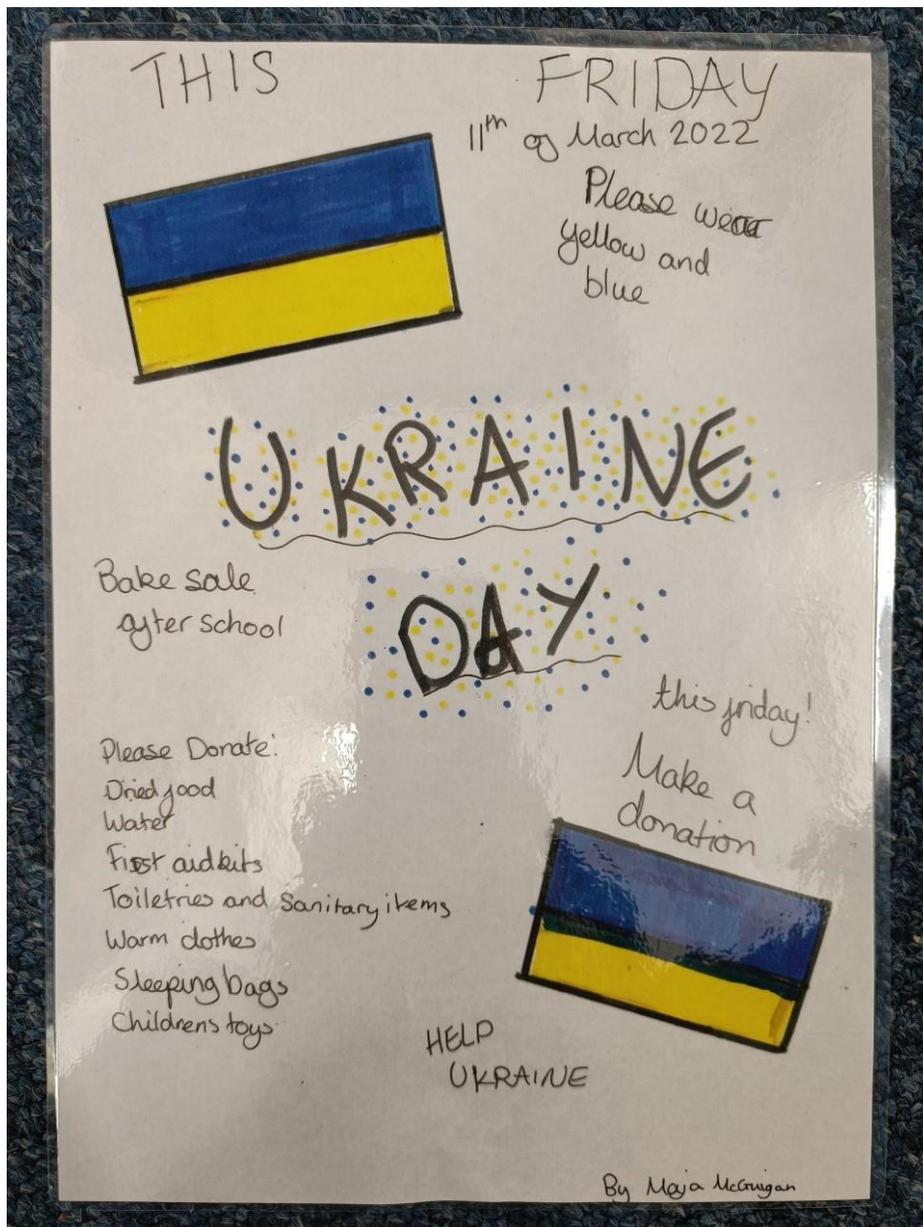
The Joshua team sent videos of the children in Malawi for the pupils to see and have informed the school that the money is being used to buy Likuni Phala, a fortified porridge which is in short supply.

They have also bought seeds so the centres providing food and education can grow their own food.

Buckland School's fundraising will certainly make a huge difference to the lives of many small children in Malawi.

Thank you to the pupils, staff and parents for supporting this initiative with such generosity.

Elizabeth Cracknell



Children

Ukraine

Thanks for your donations this morning. They have been taken by a team of parents across to the collection point in Carterton. Good to be able to do something – however small.

Rights Respecting Schools

We have explored UNCRC rights Article 22 - You have the right to special protection and help if you are a refugee and to Article 27 - You have the right to food, clothing, a safe place to live and to have your basic needs met which we have supported with our donations today. The photographs below show the work that RAF Brize Norton are working on coordinating our local donations.



Newsletter information regarding Rights Respecting Schools group campaign work for the Ukraine.

Dear Parents,

This year our school councillors are working towards our Silver Certificate for Rights Respecting School and article 12 "You have a right to give your opinion and for adults to take all children seriously".

This really means a lot to us and all we are working towards it.

In the hall, we have a small box that all children can write as many ideas as they want to make a school an even better place.

We encourage children every half term to write ideas and share with the school. However, we know some of you will be very busy so you can of course come to any of the school councillors including Jack, Izzy, Woody and Ruby from Oak, Eleanor and Grace from Sycamore, Forest and Ella from Beech. Once we have collected them all in the second week of term we will short list all the ideas and narrow them down to the top ten. We will then pick the best one and suggest it to Mrs Bunting then she might suggest it to Mrs Warren.

Although, we can't promise that your idea will get picked, we will go through all the pros and cons of your idea then we will decide if your idea is good and considerable or if it is a 'maybe not'. Also if you have any ideas over half term, please write them down on a piece of paper bring it to school after half term and put it in the ideas box.

The ideas box is in the school hall on the piano.

Yours sincerely,

School council

Letter to families, regarding 'Ideas box to make Buckland a better place'

Following the ideas box, a meeting was held with our Headteacher Ms Warren and two representatives from the school council who presented the shortlisted results – top 2:
Maths after school club
Dance after school club

Since then we have started a dance and drama after school club, with agreement from our Headteacher to eventually start a maths club.



Examples of Events in the school include:

- Global Citizen Christmas Service December 2022



Buckland CE Primary School

Global Citizen Christmas Service

6pm Thursday 15th December 2022
St Mary's Church, Buckland



Buckland CE Primary School is proud to be a Rights Respecting School.

"A global citizen is someone who is aware of and understands the wider world – and their place in it. They are a citizen of the world. They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer."

Introduction
Oak Class

Congregation
Once in Royal David's City
(Solo, Ania—Oak Class)

Prayer
Oak Class

KENYA
Newsreader
Oak Class

Beech Class
Little Donkey
(Solo, Lilab—Beech Class)

Loshru
Oak Class

Congregation
We Three Kings

PAKISTAN
Newsreader
Oak Class

Ameera
Oak Class

Nazira
Oak Class



Reading
Oak Class
Matthew Chapter 6, Verses 31 – 34

Choir
Away In A Manger

UKRAINE
Newsreader
Oak Class

Prayer
Oak Class

Sycamore and Oak Class
In The Bleak Midwinter

Milana
Oak Class

Choir
Silent Night

Reading
Oak Class
Proverbs Chapter 3, Verses 5 – 6

Congregation
O Come All Ye Faithful

Close
Ms Warren
Rev. Talisker



Following our service there will be a collection at the door which will go to UNICEF to aid their relief efforts for children living in the countries that we have highlighted tonight.

GREAT FOR ANY AGE



mini GAMES

FOR THE RED CROSS APPEAL



ONLY 50p PER RACE

EXTRA ACTIVITIES
extra information

crafting activities:

- any child the doesn't want to participate in sporting events has the option to create a poster to cheer on their friends / year group.

winning prize:

- whenever you win a race or activity you get a free raffle ticket to have the opportunity to win a prize.
- if you win a big group game for example tug of war everyone gets a handful of sweets

entry cost:

- 50p for each race you enter
- any competitive activity → 50p
- only non-competitive activity will be free
- your entry cost will be 50p

where it is held:

- the day will be from 12-3:30pm
- it will be from the playground to the top field.

UKRAINE

SPORT EVENTS
Extra information

Year Group Activities:

- Relays for each year group
- Individual races for class and year group and girls and boys will be separate
- Year Group optical course against year year

Individual races:

- Capture the flag in two teams for everyone and winners get sweets
- Head the goal or two teams winners get a sweet
- bean bag throw / toss non-competitive (no only con) for younger children
- Floor is lava, line role held on the adventure trail

MINI FETE!

- ice cream sale
- face painting
- water balloons
- clothing
- any other ideas!

UKRAINE

FOOD & DRINKS
and choice fillings
(ANY ALLERGIES LET US KNOW)

Sweet Snacks!

- cookies with toppings E1
- Brownies E1
- Carrot cakes E1
- Rice crispy cakes 50p
- Carrot cake E1
- Chocolate cake E1
- Vanilla sponge E1
- Vanilla cupcakes 50p
- Chocolate cupcakes 50p

Meal deals:

- Overall amount E2.50p
- your choice sandwich
- Crisps
- Sauce carton
- Chocolate cake

Drinks:

- lemonade
- water
- Squash
- Juice
- Fanta
- Diet coke
- Sprite

Cookie Toppings:

- choc chip
- strawberries
- marshmallows
- biscoff spread

Sandwich fillings:

- Ham & cheese
- Cheese
- Ham
- Salmon
- Maamite
- vegetable & cheese
- PB

UKRAINE

any entry = 50p

MINI FETE!!

- ice cream sale
- face painting
- Much more fun!

Info pockets!

GREAT PRIZES

LOTS OF FUN!

PLENTY OF FOOD AND DRINKS

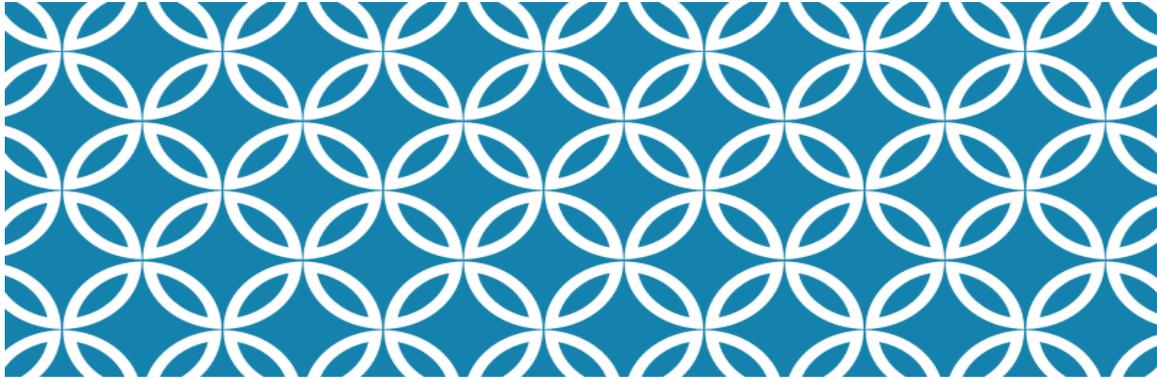
Info pockets!

LOTS OF FUN!

article 31 The right to Play and Rest

Mini Games for the Red Cross Appeal – the children chose to link to Article 31 – Every child has the Right to Relax and Play.

Agents for Change - Year 5 work on Anti Bullying 2022-23



AGENTS FOR CHANGE 2022-23

Trina
Alanna
Emily
Cerys
Hazel



ANTI- BULLING ASSEMBLY AND POSTERS

After coming back from the Elms school, Mrs Warren called us to her office and asked if we wanted to do a Anti-bullying assembly, we obviously said yes. So, the entire Agents for change group got all the supplies they needed for posters. We needed the posters to explain our thoughts to the school. We also prepared a power point and we created a play for them to enjoy and understand how important it is to stop the bullying of people different to yourself. Did you know we presented it on odd socks day, the first day of Anti-Bullying week?



THE ELMS SCHOOL

We went to a workshop at The Elms. First, we did some work on bullying and how to stop it. We talked about identity based bullying and learnt that we should not judge people by what they look like or by their differences. Then we did snowballs (not the ones made out of snow) when you write down a problem or issue. After that, we scrunched the paper up and threw it around the room. When the teacher counted down from 3 we quickly grabbed a piece of paper and unfolded it. After we read it, we shared our thoughts with the other agents for change.



POLICY AND GUIDANCE FOR CHILDREN

After Agents for Change did the Anti-Bullying assembly we hung the posters around the school, then Ms Warren asked us to rewrite the school anti-bullying Policy for children. She gave us all a piece to work on. We highlighted the bits we would change for younger children.

We rewrote and typed up. Then we put the pieces together and it got sent to all parents to share at home.



WORRY BOXES

At Agents for change one of the ideas was having a worry box in each class. Ms Warren bought the purple boxes. Alanna and Trina made them pretty.

We showed everyone in assembly.

Pupils have started using them. Teachers have been checking them and quietly talking to children to help them.



Our work is linked to:

Article 12 – Every child have the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 23 – A child with a disability has the right to live a full and decent life.

Article 28 – Every child has the Right to an Education.

Article 29 – Education must develop every child's personality, talents and abilities to the full.



Buckland CE Primary School is a Rights Respecting School. This policy reflects Article 12 (Every child has the right to have a say in all matters affecting them); Article 28 (Right to education) and Article 29 (Education must develop every child's personality, talents and rights to the full) of the UN Convention on the Rights of the Child.



Children's Anti-Bullying policy from the Agents for Change team

'Choose Respect'

What we want to do

We want to ensure that pupils can learn in helpful, caring and safe surroundings. Bullying is not acceptable behaviour and will not be allowed in this school. If a pupil is experiencing bullying, we will stop it quickly.

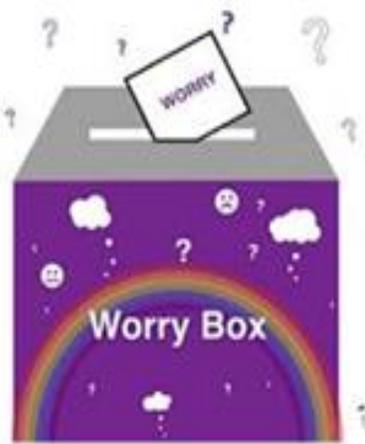
We teach children to know the difference between bullying and telling tales. We ask children to step in to help or by telling a teacher if they see bullying happening.

What is bullying?

Bullying is being mean and making people sad on purpose which is repeated over time. Sometimes it is hard for the child being bullied to stand for themselves alone.

Each of these types of bullying can cause lifelong effects. Each person can be affected differently.

The Agents for Change group wrote a Children's Anti-Bullying Policy



FUTURE WORK



We plan to have a kindness bucket in the hall to fill with kind things. We will tell everyone in assembly and use the story 'Have you filled a bucket today?'

Remind people to use the worry boxes.

Get some Y5s trained to be play leaders.

Remind people about the Friendship bench

