

BUCKLAND CE PRIMARY SCHOOL

*Journey to
Gold*



© Schoolsmith

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

Examples of evidence includes:

- Example of weekly Rights Respecting assemblies
- Planning example which includes Rights
- Newsletter section about Rights
- Learning about Rights in Circle Time
- Communication with parents
- Homework example about Children's Rights
- Displays

Last year, we explored a range of topics in our weekly Rights Respecting Worships. This has included reading Wonderbooks from Save the Children. Each of these stories is a real-life sto. They are an excellent way to learn about equality and diversity. The children at Buckland have thought carefully about which rights the individual stories link to and how their own lives are similar or different to the children in the stories. These books help young children to learn about some challenging subject matter e.g. disaster or war in an age-appropriate way; it also helps them to develop empathy through understanding how challenging life can be for other children around the world.



Dear all,
 In our Monday worship, as part of Black History Month, we learned about Wangari Maathai, an incredibly inspirational woman from Kenya. After studying biology and chemistry in America, she returned home and saw how deforestation was harming the land and its people. To help, she founded the Green Belt Movement, encouraging communities to plant trees and care for their environment. Since the organisation's founding, they have planted 51 million trees. Her courage and determination led to lasting change - she became an MP and the first African woman to win the Nobel Peace Prize in 2004. The children reflected on her quote, 'When we plant trees, we plant the seeds of peace and hope.' They discussed how this means more than just planting trees - that small actions can make a big difference. Their thoughtful ideas showed we have a school full of world changers in the making! This links to our Rights Respecting work and Article 12 of the UNCRC, which reminds us that children have the right to share their thoughts and be listened to.



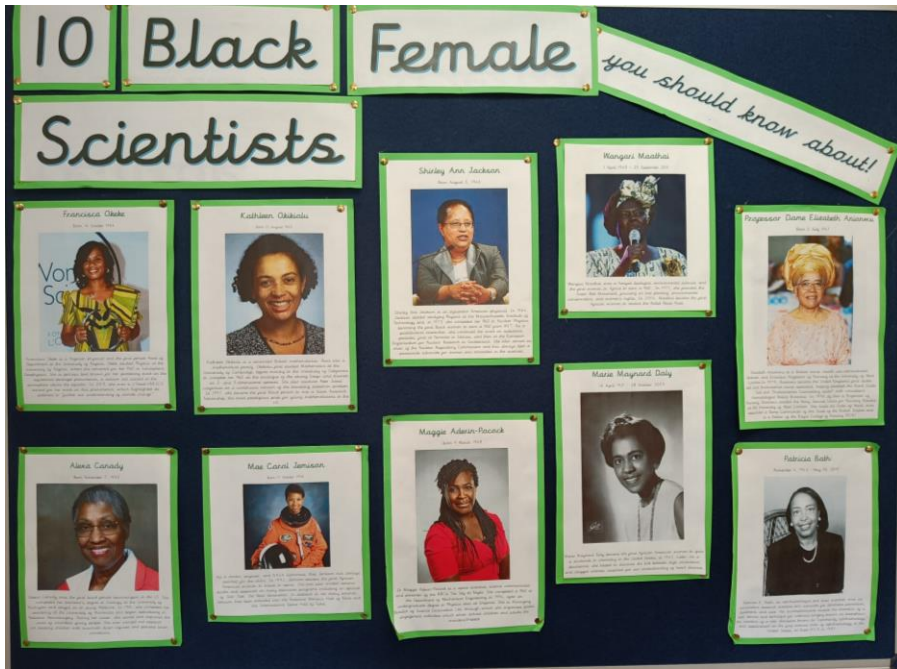
Right's Respecting School's worship plan 2025-26

Rights Respecting Worship Plan

Week	Plan/ book	Focus
2 9/9	UNCRC PPT saved in folder Book- All Children have rights! By Simone Phillip	What are rights? All children have rights Article 42
3 16/9	Recap what we learned last week. Read- Every child a song by Marc Martin and Nicola Davies	What are rights? All children have rights Article 42
4 23/9	All are welcome How are all children welcomed in your class? Learning is really fun. What do you like about learning? What do classrooms look like around the world? (use article of the week 28 presentation- edited and saved in folder)	Right to education World teachers day 5 th Oct Link to Articles 28- Right to education
5 30/9	Read The Dot by Peter H Reynolds. At the start of the story Vashti feels like she isn't very good at art. Can you think of a time where you have found something difficult but you have kept trying until it becomes easier or is there something you wish you could be better at? Share with a friend and make a plan.	Right to education As above- link to Article 29- Goals of education
	Use Article 29 ppt to start Use Article 6 PPT. Story- Titch	Right to food vs world hunger Link to Harvest

Newsletter message – part of our Black History Month worships





Highlighting the incredible work of Black Female scientists. This was also celebrated during Black History month in our Rights Respecting Worships.

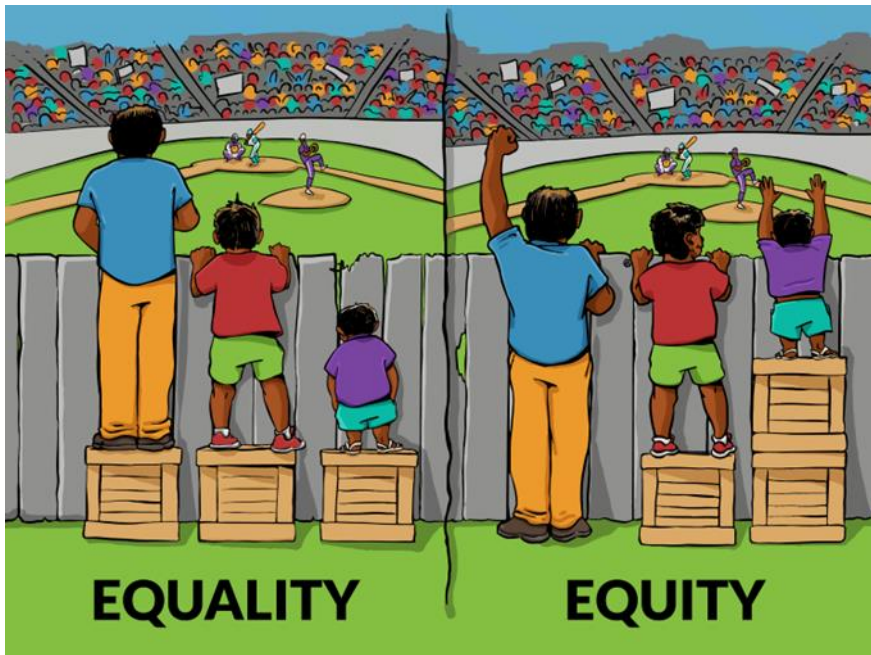
Mental Health

The focus of our wellbeing worship this week was on the worry of failure and how to try to look at it positively. We read some inspirational quotes from Michael Jordan and LeBron James (both exceptional basketball players) and how failure has formed their success and in particular how it is impossible to be successful or right 100% of the time.

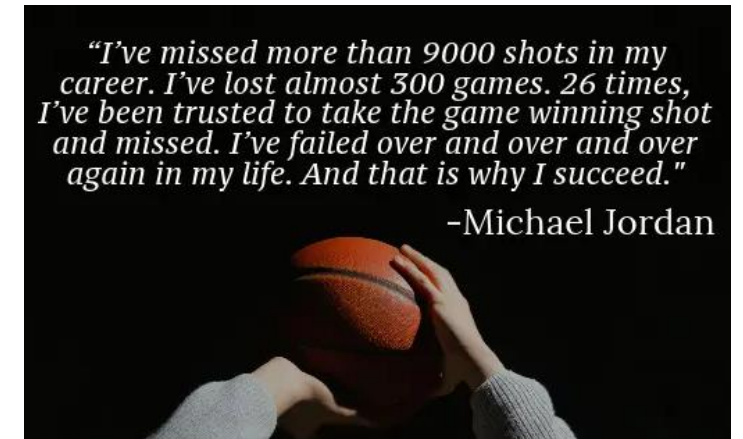
We concluded by watching an inspiring video of a child trying to vault over the block in gymnastics. There was a spontaneous round of applause from the children in our school hall when, on the 5th attempt, the young boy achieved his aim and cleared the block in one clear jump.

This week's mental health message is from Catriona (Y6)
"FAIL means First Attempt In Learning."

Example of weekly communication about our Wednesday Mental Health assemblies.



In our daily worships, we have explored a wide range of topics including equality and equity.



Beech Class Topic Web Term 1 and 2

Respect, Belief and Trust

Art and Design

Art - Sketching and painting

Artist study: Jan Van Kessel and Joan Miro

Key activities: sketching mini beasts and using pastels to colour them, use shapes to create block pictures in the style of Joan Miro

DI

Make mini beast habitats from recycled bottles.

Design and make a space themed Christmas decorations.

Please can you bring large (1.5l) bottles in W/C 02.10.23

Reading and Writing

Bugliest Bug – Poetry – learning about rhyming and how to use question marks

Harry the Poisonous Centipede – describing a centipede as well as retelling and innovating part of the story

Man on the moon – recounts and character descriptions.
Beegu – letter writing and short narratives to retell the story.

Children read aloud to an adult everyday as part of our RWI reading session. Adults will only write in reading records when listening to a child 1:1. We will update and assess reading bands at the end on every short term.

RE

T1 What do different Jewish people believe about God?
T2 Who made the world?

Science

Living things and their habitats

Linking our learning to Harry the Poisonous Centipede, we will learn about habitats and discuss what a micro habitat is. We will go on a bug hunt and create a bug hotel.

Seasonal changes

We will explore how the Earth orbits the sun and how the days get colder and shorter in winter because we are furthest away from the sun. We will link our learning about space with the moon and chart the changes of the moon over a month.

Personal Social and Emotional Development

PSHE

To feel special and safe in my class

To recognise what it is like to be proud of an achievement

Can recognise a range of feelings when experiencing consequence

Rights Respecting school

Respect (respect each other and nature) Link to Article 12 - right to an opinion and to be listened to.

Belief (believe in yourself, what others believe in) Link to Article 14 – right to own beliefs / Article 15 – right to choose own friends / Article 30 – protection of minority groups.

Trust (trust in others – astronauts, Christmas) Link with Article 36 – right to protection from any kind of exploitation.



Apollo 11

Tim Peake

Humanities

Geography

We will learn about natural and man made geographical features through the investigation of maps about both our recent holiday destinations as well as our local area. We will learn about grid references and the four points of a compass. We will learn the difference between a country and county and that whilst both Buckland and Swindon are in England Buckland is in the county of Oxfordshire and Swindon is in Wiltshire.

History

Learn about the history of exploration first with boats through the explorer Christopher Columbus and how his actions opened up the world of exploration, then using rockets to explore space as we learn about the Apollo 11 space mission and Tim Peake's stay on the international space station. We will also learn about Guy Fawkes and why we celebrate Remembrance Day.

Physical Education

T1 Ball Skills and Gymnastics

T2 Throwing and catching and Dance

PE sessions will take place on a Tuesday and Friday afternoons.

Please bring kit on Monday and leave in until Friday. Please ensure the kit is warm enough for outdoor learning and ALL items are named. Please name PE bags on the outside.

Mathematics

Place Value Counting forwards and backwards (up to 100 for year2). Reading and writing 1 and 2 digit numbers in numerals and words. Learning number bonds to 10 and 20 (and 100 for Year 2). Partitioning and ordering numbers.

Adding and subtracting Fact families, Year 1 will use concrete objects, pictorial representations and missing number problems to help them. Year 2 will use their knowledge to add and subtract 2 digit numbers and solve missing number and word problems.

Shape Recognising 2D and 3D shapes, make patterns with shapes and identify lines of symmetry.

Computing

Technology around us

Identify technology in the class room, use technology and develop mouse and keyboard skills, use a computer responsibly, know how to stay safe online.

Creating media – Digital photography
Learning which devices can take photos, know how to take a photo and which orientation to use. Understand what the features of a good photo are and that you can edit photographs. Identify if an image is real life or fake.

Subject	Term 1: Mini Beasts		Term 2: Space
Focus Values for the long term	Respect (respect each other and nature) Link to Article 12 - right to an opinion and to be listened to.	Belief (believe in yourself, what others believe in) Link to Article 14 - right to own beliefs / Article 15 - right to choose own friends / Article 30 - protection of minority groups	Trust (trust in others - astronauts, Christmas) Link with Article 36 - right to protection from any kind of exploitation
Writing prior knowledge	EYFS -Describe events in some detail, develop storylines in their pretend play, invent, adapt and recount narratives and stories with peers and teachers. Retell stories. Offer explanations for why things might happen, understand "Why" questions. Previous year of the cycle if in Year 2 - focus on capital letters, full stops and finger spaces. Correct letter formation. Use of conjunctions. Writing narratives, descriptions, letter, recounts and explanation pieces based on texts including Gruffalo, Owl who is afraid of the dark, One Day on our Planet - in the Savannah, One Plastic Bag, George's <u>Marvellous</u> Medicine, The Wild Robot, Iron Man and Dogger Previous terms this academic year - N/A		

Term 5 and 6: Values = Kindness, Understanding, Forgiveness

Kindness

Kindness directly supports many of the core principles and specific articles within the United Nations Convention on the Rights of the Child. By promoting empathy, understanding, and respect, kindness fosters a more positive and equitable environment for children, helping them to better exercise their rights and live fulfilling lives.

Here's how kindness aligns with the UNCRC:

- Article [12:Kindness](#) encourages adults to listen to and take seriously children's opinions and wishes, ensuring they have their voices heard and their perspectives considered in matters affecting them.
- Article [13:Kindness](#) fosters an environment where children feel safe and supported to express themselves freely, without fear of judgment or ridicule.
- Article [19:Kindness](#) helps to prevent and address all forms of violence against children, both physical and emotional, by promoting empathy and understanding.
- Article [3:Kindness](#) ensures that the best interests of the child are always a primary consideration in all actions concerning them, promoting their well-being and development.
- Article [27:Kindness](#) can help ensure that children have access to adequate food, housing, and healthcare, contributing to their overall well-being

Understanding

Knowledge and understanding empower children to advocate for their rights and hold duty-bearers accountable.

Understanding also fosters a sense of responsibility and respect for the rights of others, leading to a more equitable and just society.

- Article 29 - This article stresses that education should prepare children for a responsible life in a free society, teaching them how to live with understanding, tolerance, and respect for the environment. It also highlights the importance of respecting different cultures, languages, and value
- Article 17 - This article guarantees children's right to access reliable information from the media and emphasizes that information should be presented in a way that they can understand. It also mandates that governments protect children from harmful materials.

By promoting education that fosters understanding, tolerance, and access to information that children can comprehend, these articles directly support the value of understanding within the UNCRC framework.

Forgiveness

While no single UNICEF article explicitly mentions "forgiveness," several articles implicitly connect to the concept.

- Article [5](#): This article highlights the importance of respecting the rights and responsibilities of parents to guide their children as they grow, promoting a foundation for understanding and empathy, which are crucial for forgiveness.
- Article [39](#): This article emphasizes the need for rehabilitation and reintegration of children who have suffered violence, abuse, or neglect. This process often requires compassion, understanding, and forgiveness from both the victim and the perpetrator, or in some cases, the community.

In essence, these articles, by focusing on the child's well-being and the responsibilities of those who care for them, indirectly promote the values of empathy, understanding, and forgiveness, all of which are essential for healing and reconciliation.

Examples of planning – topic web (which goes home to parents) including Rights the class will be focusing on and Medium-Term plans including rights linked to our termly values.



During Anti-Bullying Week, Buckland engaged in a range of activities to promote kindness, inclusion and respect, beginning with Odd Socks Day and the theme 'Power for Good'. Through collective worship and classroom discussions, pupils explored how their actions can positively impact others, learning to recognise bullying and the importance of being proactive in supporting one another. This work reflects our commitment to the United Nations Convention on the Rights of the Child, particularly Article 19 (the right to be protected from harm) and Article 12 (the right to express views and be heard). Pupils demonstrated a strong understanding of their role in creating a safe, inclusive environment, showing empathy, respect and a shared responsibility to uphold the rights of others across the school community.



Buckland CE Primary School
Summerside
SN78RB

25 November 2025

Dear Mr Maynard,

I am writing to you with deep concern of the usage of plastic in Faringdon. It has come to my attention that an extreme number of people are littering especially with plastic. Another thing that has deeply concerned me is the usage of vapes; many teenagers have been vaping especially those who attend [secondary schools](#).

Something that is similar is snus. Snus is being sold in convenience stores and it has been used by many teenagers as it does not require ID to be purchased. It is with extreme determination to stop the usage of plastic, vapes and snus in the environment of Faringdon. Thank you for reading my opinion.

I hope you can take this into consideration for us to have an even better community.

Sincerely from,
Laura De Oliveira, Year 6
Buckland CE Primary School.

25 November 2025

Dear Mr Maynard,

I am writing to you regarding my worries about too much plastic use. It has come to my attention that companies are selling products in plastic bags which is increasing the amount of littering in the United Kingdom. I am very concerned for the animals because this could affect them enormously. In my opinion I think we need to cut down on the use of plastic and start to use paper bags instead.

On a different [matter](#), I would just like to say I think too many young people are vaping and smoking. This could affect everyone and many young people are buying snus which can affect your gums and there is no age limit for it.

Thank you for reading my opinion. I hope you can consider it. I think it would be even better for our community if this could be discussed.

Sincerely from
Dahlia Willis, Year 6,
Buckland CE Primary Sch



During Pupil Parliament Week, our older pupils explored the role of Members of Parliament and how decisions are made at a local and national level. In collective worship, KS1 and KS2 watched a film about the work of MPs and reflected on how young people can ensure their voices are heard. As a Rights Respecting School, this learning is central to our commitment to the United Nations Convention on the Rights of the Child, particularly Article 12 (the right to express views and be taken seriously) and Article 13 (the right to freedom of expression). Pupils demonstrated strong agency by identifying issues that matter to them and taking action, with Dahlia and Laura independently writing thoughtful letters to their local MP, Charlie Maynard, to share their concerns and ideas. This work highlights how pupils are empowered to understand democratic processes and actively contribute to change within their community.

Our Year 5/6 class visited Parliament in September 2024 - we will hopefully be returning this Autumn.

Emergency Services Day

Our whole school took part in an Emergency Services Day, where pupils from all classes had the opportunity to meet visitors from the Fire, Police and Ambulance services. Children learned about the important roles these services play in keeping people safe, asking questions and exploring how they help protect our community. This experience links to the United Nations Convention on the Rights of the Child, particularly Article 24 – Every child has the right to the best possible health. The event helped pupils understand how emergency services uphold this right and support everyone's safety and wellbeing.

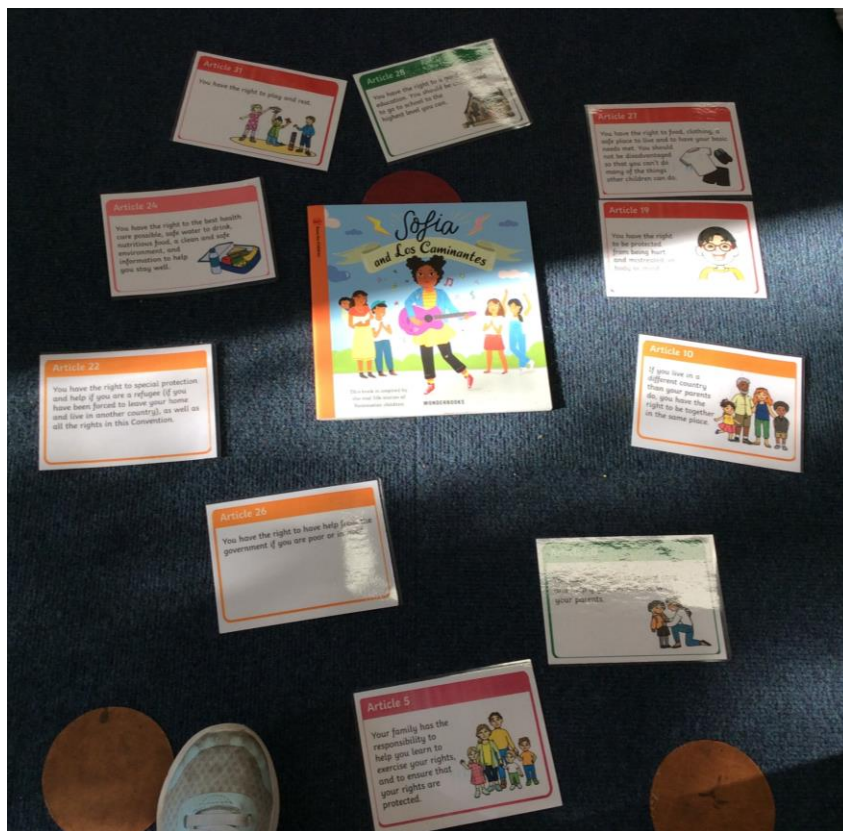


Our Year 5/6 children took part in a Fire Safety workshop –

The children now know that the 'triangle of fire' is a combination of fuel, heat and oxygen. A video was also shown to the class when a match, that had been lit, had been left down the side of the sofa. The fire service recommend that we test our smoke alarms on 'Test it Tuesday'.



Small school, big hearts.
Wise, Responsible and Kind
like the Good Samaritan.



Children Rights Respecting Schools

This week in our Rights Respecting Worship, we read a story called Seima and the Storm, all about a little girl who lives on a lake in Cambodia. Her house is built on stilts and is part of a floating village, one of many on Tonle Sap Lake, where a million people live on the water. The lake fluctuates from 1 to 9 metres deep and the houses move with the water. Climate change is making it harder to live on the lake because of an increase in more violent storms. The children living on the lake, access school through either swimming there or travelling in small boats. The charity Save the Children, is working with local teachers to help provide training and resources. During our worship, children in Oak and Sycamore identified which articles they thought that the story linked to: Article 24 - You have the right to the best health care possible, safe water to drink and a safe environment; Article 28 - You have the right to a good quality education and Article 27- You have the right to a safe place to live. As always, our children were keen to discuss and think carefully about the needs of other children around the world.

Example of communication with parents - from
school newsletter

In our Rights Respecting after-school club, KS1 children explored stories from Save the Children to learn about the lives of others. They enjoyed matching the characters' experiences to specific rights, such as the right to go to school and the right to be healthy. By talking about these stories, our younger pupils began to understand how rights look in the real world while developing their sense of kindness and empathy.

My Happy Mind



We have recently started using My Happy Mind across the school and it has already become an important part of our Rights Respecting journey. It is helping children understand their feelings, manage worries and build positive relationships with others. Through the programme, pupils learn that their mental health and wellbeing matter and that everyone has the right to feel safe, heard and ready to learn. This links closely to Articles 24, 28 and 29 of the UNCRC. My Happy Mind is helping us create a calm, supportive environment where children feel valued, use their voice confidently and are able to thrive both in and out of the classroom.

Mental Health Week



During Mental Health Week in February, our children used Place2Be resources to talk about their feelings and learn how to bounce back from challenges. This linked to Article 24, which says every child has the right to education on well-being so that they can stay healthy. A real highlight was seeing everyone draw their 'happy place.' These drawings showed just how well the children understand what they need to feel calm, safe, and positive, proving they are already learning great ways to take care of their own wellbeing.



Forest school

Children in Acorns and Beech class (Y1/2) attend weekly Forest School sessions. They choose activities that they are interested in and direct their own learning.

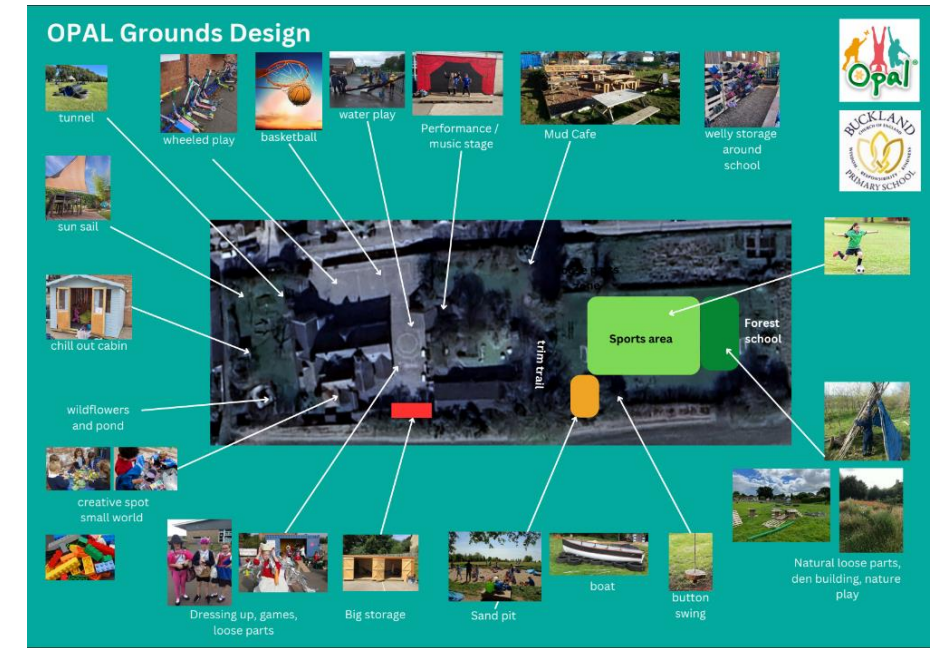
STRAND B: TEACHING AND LEARNING THROUGH RIGHTS

Examples of evidence includes:

- Examples of Children's Rights
- OPAL play
- Photographs of Class Charters
- Work on Campaigns/School Council
- School policies that include Rights
- Example of children's work from across the curriculum linked to Rights
- SDP with links to Rights
- Policy example including Rights

OPAL - The Right to Play

Our school has recently joined the OPAL programme to enhance the quality of play for all pupils. OPAL supports our commitment to the United Nations Convention on the Rights of the Child, particularly Article 31, which recognises every child's right to rest, leisure and play. Through OPAL, we have developed more inclusive, creative and child-led play opportunities, ensuring all pupils can access a rich and varied play experience. This approach also strengthens other rights, such as Article 12 (respect for children's views), as pupils are actively involved in shaping their play environment, and Article 15 (freedom of association), as children collaborate and socialise during play. By embedding OPAL within our school, we are creating a more inclusive, rights-respecting environment where every child's wellbeing and voice are valued.



5. Rights

At Buckland CE Primary School, our commitment to being wise, responsible and kind underpins everything we do. As a Silver Rights Respecting School, we recognise the UN Convention on the Rights of the Child, including every child's right to play, recreation and leisure (Article 31) and their right to be listened to on matters that are important to them (Article 12). We act wisely by valuing children's voices and understanding the importance of play in their development, responsibly by taking our duty to uphold these rights seriously and kindly by listening carefully and respectfully to children's views about their play and experiences.



Extract from OPAL Play Policy

Charters

Our Class Charter



Article 12 (Respect for children's views)
We will respect each other's views.
Adults will respect the views of all children.

Article 13 (Find out information)
We will share our thoughts and listen to the ideas of others.
Adults will provide opportunities for children to share what they think and learn new information.



Article 24 (Classroom Environment)
We will look after everyone's belongings and the classroom.
Adults will create a safe and clean environment for learning.



Article 28 (Education)
We will have the right to the best education possible.
Adults will provide the best education by producing engaging lessons whilst supporting all children.

BUCKLAND



SCHOOL'S CHARTER



Article 2 (No discrimination)
Children: We will treat others as we want to be treated: fairly, kindly and with respect.
Adults should treat us with respect and kindness.



Article 24 (Health, water, food, environment)
Children: We will keep our classroom clean and tidy.
Adults should provide a good class environment.



Article 28 (Access to education)
Children: We have the right to the best education possible.
Adults will provide appropriate resources and interesting lessons.



Article 12 (Respect for children's views)
Children: We will respect teachers' decisions and of other children.
Adults will listen and provide opportunities for us to share our views.

Pupil Voice Conference and Play Leaders



For celebrations such as red nose day we get to choose what to do, for red nose day are doing a run round the village

- ❖ Intra-house sports/athletics day as for sports day we only do 2 classes at a time
- ❖ We promote the rights of the child (UNCRC UN Convention for the Rights of a Child)
- ❖ We believe that to fail is to succeed

First
Attempt
In
Learning

- ❖ School council help make fun events for the buckland pupils
- ❖ School council goes on fun trips to explain how the rights are improving
- ❖ BBB (Big Buckland Breakfast) helping involve the Buckland community
- ❖ We (Catriona and Sofia) persuaded for the teachers to purchase a mirror in the oak girls

The school council visited the Corn Exchange in Faringdon, where they met with school councils from across the trust. Our SC talked about projects and activities they are currently working on; they listened to other schools' presentations and then discussed some key aspects of Rights Respecting Work. Our group focused on fairness – they gave examples of what we currently do in school to promote fairness e.g. everyone in Year 5/6 gets a chance to support in Acorns; all children are celebrated in achievement assemblies. They also discussed what we could work on to make things even better at Buckland School.



A group of our Year 5 and 6 pupils attended Playleader training at FCC, where they developed skills to plan and lead inclusive, engaging playground activities. This initiative supports our commitment to the United Nations Convention on the Rights of the Child, particularly Article 31 (the right to play) and Article 12 (respect for children's views). Pupils are empowered to take on leadership roles, promoting teamwork, inclusion and positive play experiences for younger children. Their enthusiasm and maturity reflect our strong rights-respecting ethos, and we are proud of how they contribute to ensuring all pupils can enjoy active, inclusive playtimes.

Pupil voice

Examples of pupil voice around the school –

Litter picking – a group of children wanted to start a litter picking group. The school purchased pickers for them, and they now regularly do litter picking with friends.

One of our SEND boys who had been finding it challenging to go outside on the playground asked if he could start a Rubiks Cube club – the school brought Rubik's Cubes and helped him to organise the club. This in turn supported him to regain friendships and feel part of the class.

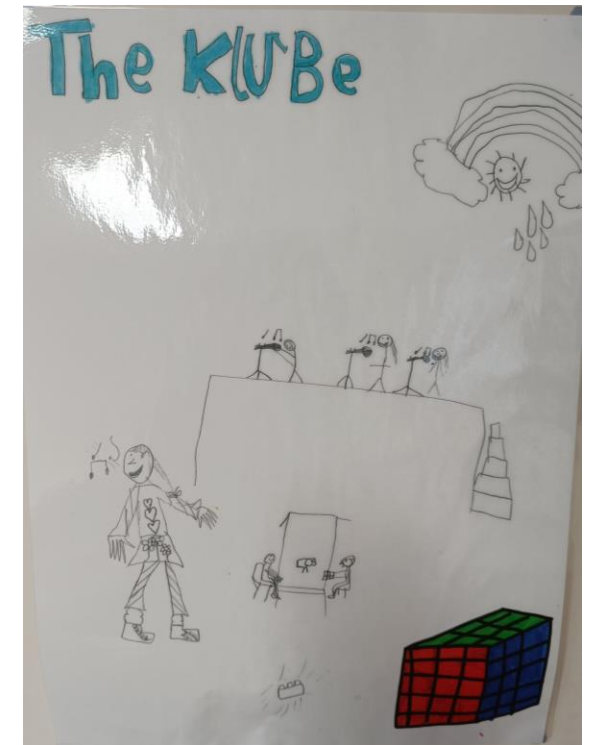
Children in Sycamore class were keen to start a gardening club, they worked together with a member of the community and created a lovely planted area for all to enjoy.

One of the girls in Oak class wants to plant seeds around the pond, she has brought in seeds for us to use.

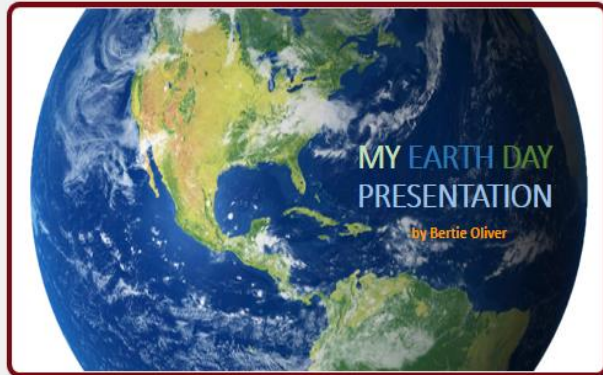
Children in Sycamore class asked if they could help sell goods at the FOBS bake sale – they made different items and sold them with the PTA, helping to raise money for their class.



Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.



Earth Day



1



2



3



4



5

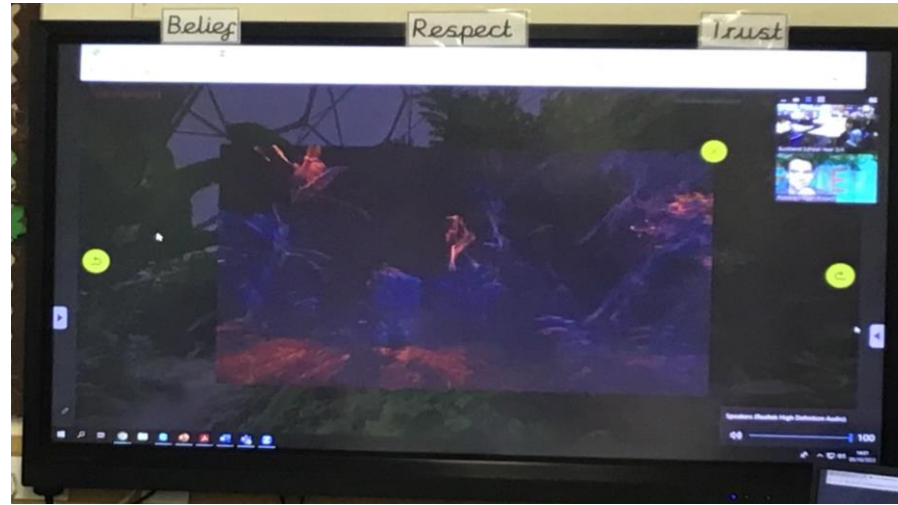


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Example of a child's presentation about Earth Day. We learnt about Earth Day in worship – the children in LKS2, then did some research and chose how they wanted to present their work – some made posters, others did PowerPoint presentations or cards. The children are always keen to put their knowledge into action – they know that if we all make small changes it adds up to a big difference.

Eden Project workshop



As part of their Geography work on rainforests, Sycamore class took part in a workshop led by the Eden Project – they learnt about interdependence through exploring the symbiotic relationships between a bat, bee and mosquito and their respective plant partners. Using augmented reality, the children experienced the incredible adaptations or ‘super senses’ that these creatures possess – ultrasonic hearing, UV vision and infrared detection. They considered what humans can learn from the way that nature works in the rainforest. We are not separate from the natural world around us - we to, are a part of it and depend on it for our survival.



Whole school summer trips



In July 2024, the whole school spent a day learning about wildlife living in the meadows, woodlands, ponds and farmland around Earth Trust in Northmoor, as well as everyone's shared responsibility to look after Earth's wildlife. Earth Trust's aim is to inspire a community of changemakers who take action for people and nature.

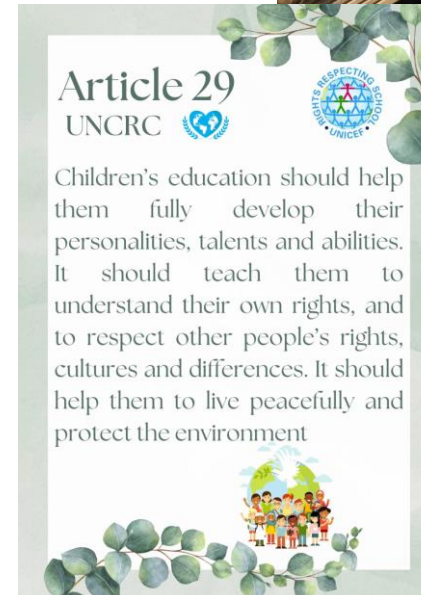
In July 2025, the whole school visited Hill End Outdoor Education Centre, where pupils took part in a range of hands-on outdoor learning experiences such as den building, pond dipping, bushcraft activities and nature trails through woodland and meadow areas.

These visits link closely to our Rights Respecting work, particularly Article 24 (the right to health and wellbeing), Article 28 (the right to education) and Article 29 (education should develop respect for the natural environment). Through these experiences, pupils develop teamwork, confidence and a deeper understanding that everyone has a responsibility to care for and protect the world around them.



Pond life...

Our school community came together to create a new pond area for the children to enjoy and learn from. Families, staff, governors and local supporters worked together to help design, build and develop the space, showing a shared commitment to improving our school environment. The pond has created valuable opportunities for pupils to explore habitats, observe wildlife and learn more about caring for nature through first-hand experiences. This links closely to Article 29 of the UNCRC, which states that education should help children develop their talents and abilities, while also encouraging respect for the natural environment. The project has shown pupils how communities can work together to create positive change and protect the world around them.



Charlie	3	We would like to start by inviting you to share in a quiet reflection, which links to Article 29 and our right to play and <u>rest</u> .
Lilah	4	Hold your hands to your heart. It is at your core, like the trunk of the tree. Think about yourself, your strengths and your weaknesses and say: May I be safe and well, free and happy.

Example of Rights in a class worship presented to parents.

Celebrating differences examples of work from PSHE lessons on anti-racism and celebrating differences.



Agents for Change

- Agents for Change academy event - <https://www.bucklandprimaryschool.org.uk/agents-for-change/>

As part of Mental Health Week 2025 – children from across the Academy came together to talk about ‘What makes us feel good.’

**FIND THE THINGS THAT MAKE
YOU HAPPY.**



African drumming and Samba workshops

Our pupils have really enjoyed participating in music workshops, including African drumming and Samba sessions, which have provided rich opportunities to explore rhythm, culture and performance. These experiences have inspired creativity, confidence and enthusiasm across all year groups, allowing children to express themselves in new and engaging ways. This links to the United Nations Convention on the Rights of the Child, particularly Article 29, which states that education should develop every child's talents and abilities to their fullest potential, as well as foster respect for different cultures. The workshops have supported pupils in developing their musical skills while also deepening their appreciation of global traditions and diversity.



Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.



Enrichment

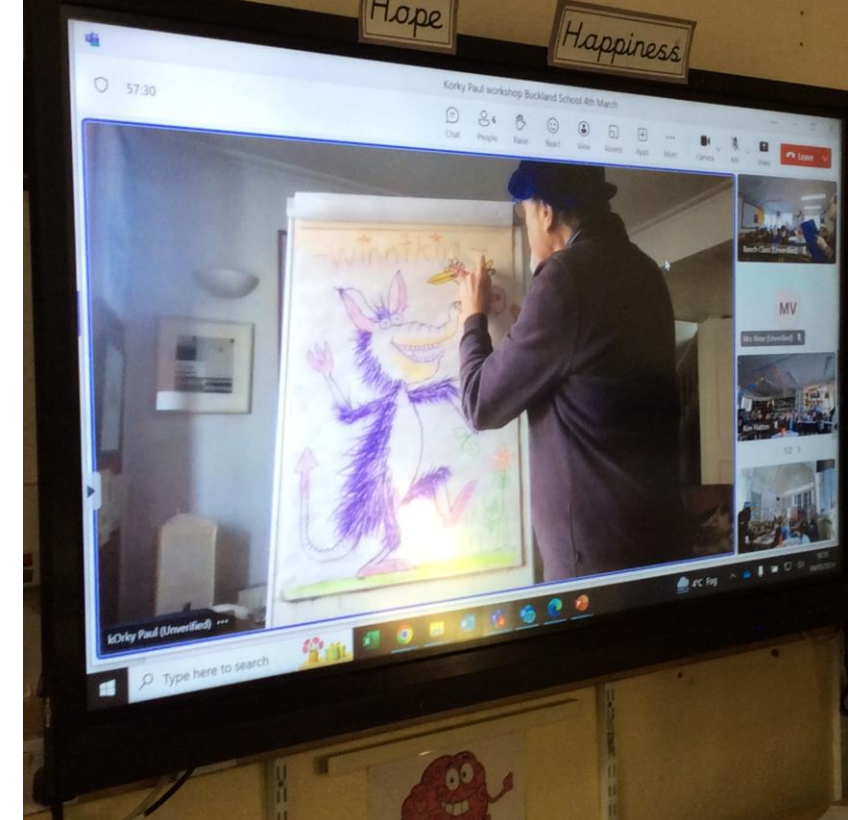
Children at Buckland School have access to a wide range of enrichment – this includes:

- Bright Sparks Science club
- Art club
- Skateboarding
- Football
- Athletics
- Drama
- Tennis
- Multisports
- Netball
- Little Muskateers (fencing)
- Little Stars Musical Theatre – please see link for their amazing final production - <https://buckland-church-of-e-primary.secure-primariesite.net/gallery/>



Opportunities within the Cambrian Learning Trust include:

- Mini Speaks competition
- Sporting fixtures (we recently won the Girl's County Football!)
- Festival of Performing Arts
- Play Leaders



Korky Paul workshop



Every child has the right to rest, relax, play and to take part in cultural and creative activities.

Korky Paul workshop – the whole school took part in a workshop led by the illustrator Korky Paul. He taught them about the process of creating his characters for Winnie the Witch. The children drew alongside him and created amazing pictures.



RIGHTS
RESPECTING
SCHOOLS





Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.



Live Stream from Antarctica –

Our Beech, Sycamore and Oak pupils took part in an exciting livestream assembly broadcast from the South Pole, led by Robert Swan OBE, who shared his experiences of exploring Antarctica and his powerful message about protecting our planet's frozen continent. Pupils were inspired by his stories and encouraged to think about how they can become global champions for environmental protection. This links to the United Nations Convention on the Rights of the Child, particularly Article 29, which states that education should develop respect for the natural environment, and Article 24, which includes the right to a safe and healthy environment. The session helped pupils understand the importance of global responsibility and how their actions can contribute to protecting the Earth for future generations.

The Dustbin Project - A Journey to the Rainforest.

A community led project for our oldest children to champion the need to look after the environment and help children to understand why the rainforest is crucial in limiting climate change.



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

- Examples of evidence includes:
- Photographs of events which include fundraisers
- Copies of children's campaign letters to decision makers
- Agents for Change ppt
- Work with Rosehill Food Cupboard

Soccer Aid for UNICEF

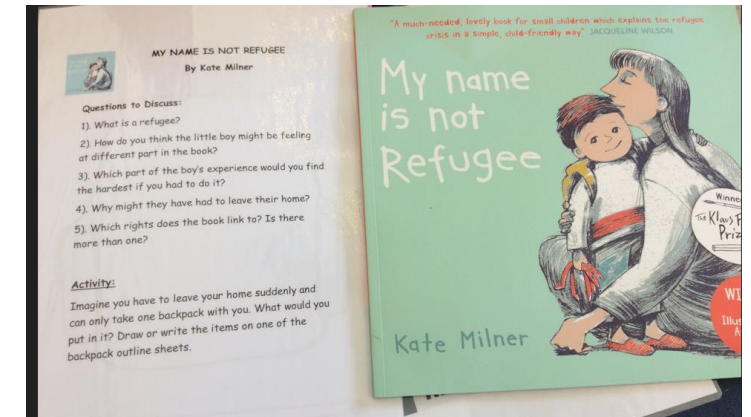
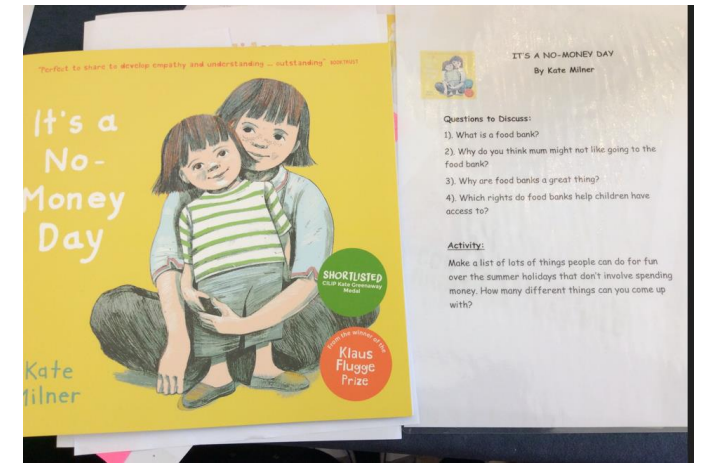
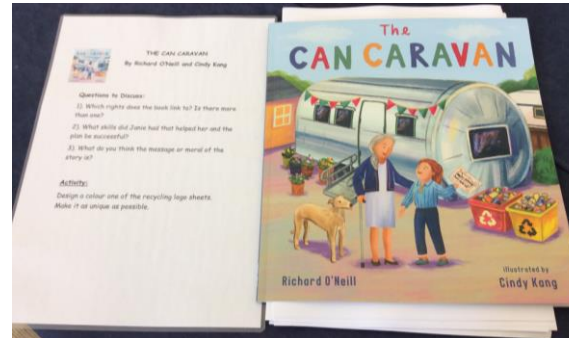
Soccer Aid for UNICEF gave pupils the chance to learn about children's rights around the world while taking part in fundraising activities. They learned how UNICEF helps children access safety, education, healthcare and play. The event encouraged pupils to think about how they can help others and showed them that working together can make a real difference.



Rights Respecting Schools Conferences



Buckland has been fortunate to attend a number of Rights Respecting Schools conferences held at Blenheim Palace. These events have provided valuable opportunities to deepen our understanding of children's rights and to connect with other schools on the same journey. The conferences have explored a range of engaging topics, including how rights can be taught and embedded through storytelling and creative arts. These experiences have inspired both staff and pupils, supporting us in continuing to develop a strong, rights-respecting ethos across our school community.



Rosehill Community Cupboard

Our Harvest Service provided a meaningful opportunity for the whole school community to live out our Rights Respecting values through generosity, empathy and social action. Families donated a wide range of produce, which was collected and delivered to the Rosehill Community Cupboard to support local families experiencing hardship.

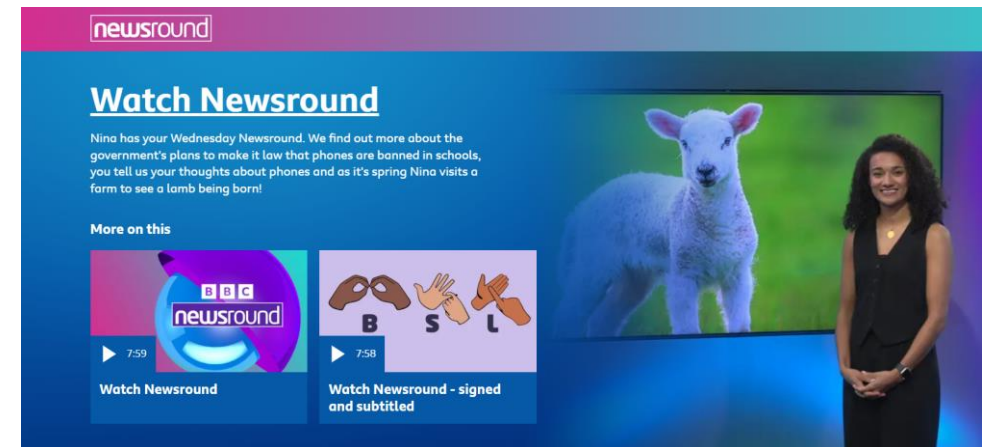
During the visit, Liz Spain from Rosehill Community Cupboard spoke with pupils about the important work of the organisation and helped them understand the challenges faced by some members of our local community, where many experience economic deprivation.

Pupils reflected on the Good Samaritan story and considered how they can show compassion, kindness and respect for the rights and dignity of others. This experience helped children recognise local needs, understand the importance of helping others, and see how they can take positive action to tackle injustice in their community.



Regular access to local and global news

Children in KS2 regularly watch CBBC's Newsround – they are always keen to discuss and reflect on topics they have heard about.



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Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

Fundraising events

Comic relief – organized by the School Council

NSPCC Numbers day – children took part in numbers-based activities all day

Poppy Appeal – we sell poppies each year to raise money for this important cause





At Buckland School, children are empowered to exercise their agency by taking action on issues that matter to them and making a meaningful difference in their community. James and Matilda are powerful examples of this; James independently chose to support Rosie's Rainbow Fund and raising an impressive £791.50. Over the past year, he has raised more than £2,500 in total - an extraordinary achievement - and has been recognised as the charity's first young ambassador. This reflects our commitment to the United Nations Convention on the Rights of the Child, particularly Article 12 (the right for children to have a voice and be taken seriously) and Article 15 (freedom of association). James' and Matilda's actions demonstrate how pupils are supported to use their voice, show leadership and take positive action for causes they care deeply about.

Loom Band Sale

Me, my brother and my friends are doing a loom band bracelet store on the 20th September. I thought it would be fun to do one and then I thought about doing it for charity. I decided to do the Rainbow Trust Children's Charity as it is a great cause that supports seriously ill children. I hope you stay a little longer after school on Friday to get your loom bands.

By Matilda Button