



St Andrew's Church of England Primary School



Evidence Pack for GOLD award

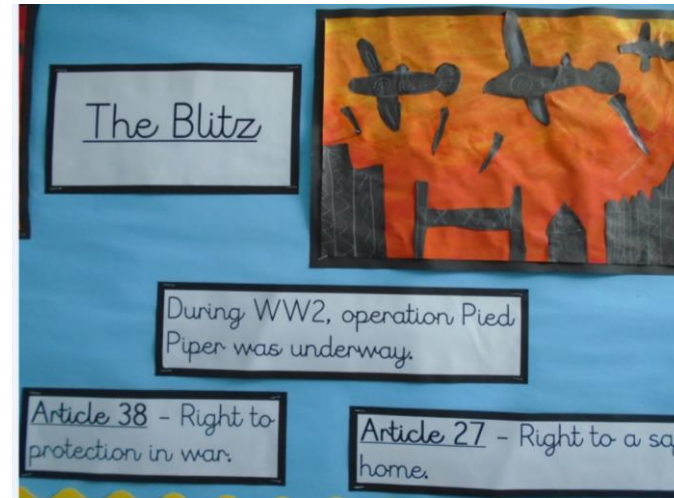
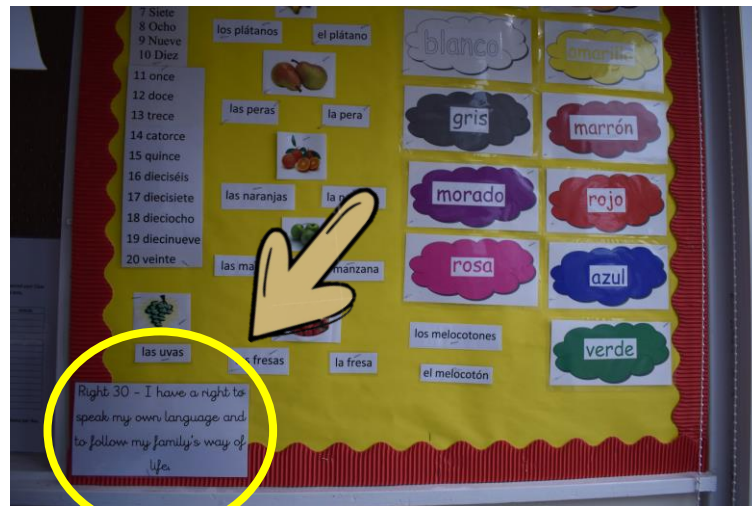
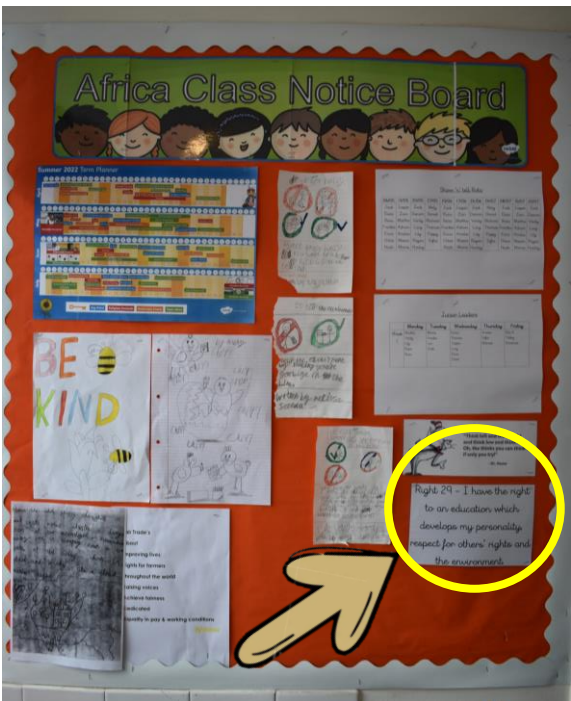
Children's rights are at the heart of all we do in school. From the youngest to the oldest children, we use rights as an example for how to lead our lives, to respect others and ensure everyone is treated fairly. This starts with promoting a fundamental understanding of what the rights are and what they are about. Daily life in school is rights-respecting and children are able to talk about how rights impact their lives and the lives of others. Children know that they can make a difference in school, that their voice is heard and that the school cares about them and values their opinion. Through learning about the rights of others locally and globally, alongside a focus on the Sustainable Development Goals, our children are becoming increasingly passionate about taking action to challenge injustice. We are proud to offer children a platform to enable them to make a difference in this world and grow up as rights-respecting 'citizens of the future'.



OUTCOME 1: Class displays



Y4 children made posters on a chosen right from the UNCRC. They chose a right which they felt was particularly important to them. These are displayed around the classroom as well as on the Class Charter display.



Displays around the classroom have rights from the UNCRC attached to them and displayed for the children, staff and visitors to see. These are taught standalone and within subjects.

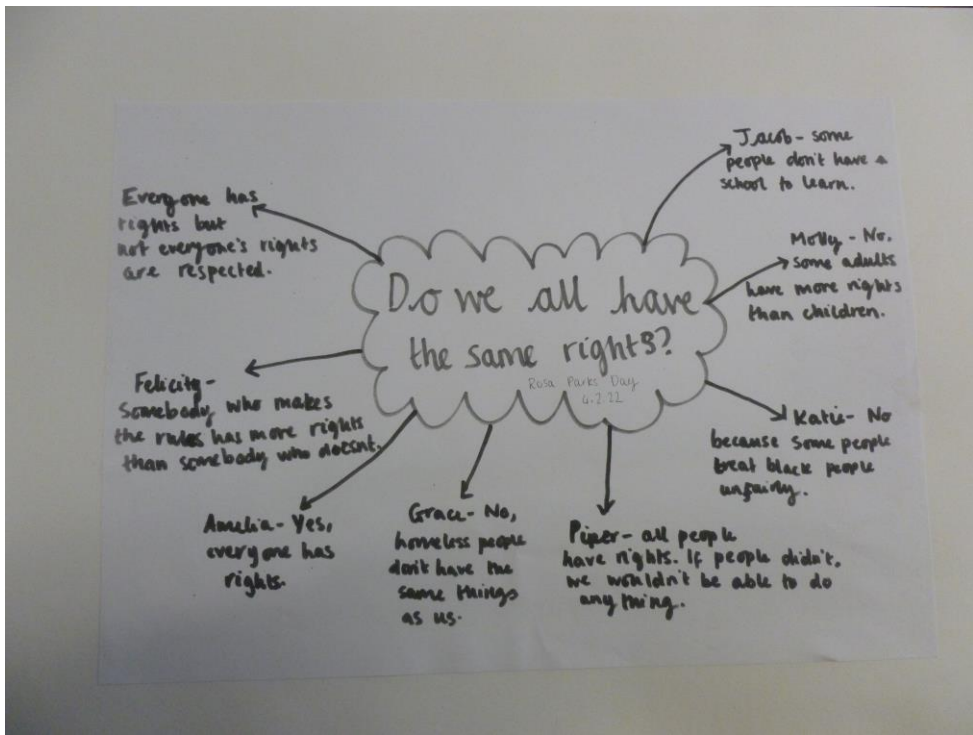


OUTCOME 1: Communication, conversation and discussion.

Communication is important to us. Parents and carers are kept up to date with what we do in school through social media updates and Newsletters.

When talking about rights, misconceptions are addressed to ensure children are aware that all rights are Universal, Inherent, Inalienable, Unconditional and Indivisible (ABCDE of Rights).

Year 2 spent a day looking at Rosa Parks and then had a conversation about if we all had the same rights. This led to a conversation about how ALL children have rights, but they are not always respected.



St Andrew's CE Primary School, Chinnor @StAndrewsOxon

In Science this week, children in Year 2 used the 'Now Press Play' headphones to learn all about materials. They went on a journey where they had to sort materials correctly at the waste site and try to stop all of the trees turning into plastic! (RRS24) It was great fun!



5:00 PM · Mar 18, 2022 · Twitter Web App

St Andrew's CE Primary School, Chinnor @StAndrewsOxon

KS1 celebrated the 100th day of school! 🎉! The children wrote a 100 word story, created a picture of what they thought they would look like at 100 and made a necklace with 100 beads. They also spoke about how lucky they are to have the opportunity to learn so much (Article 28).

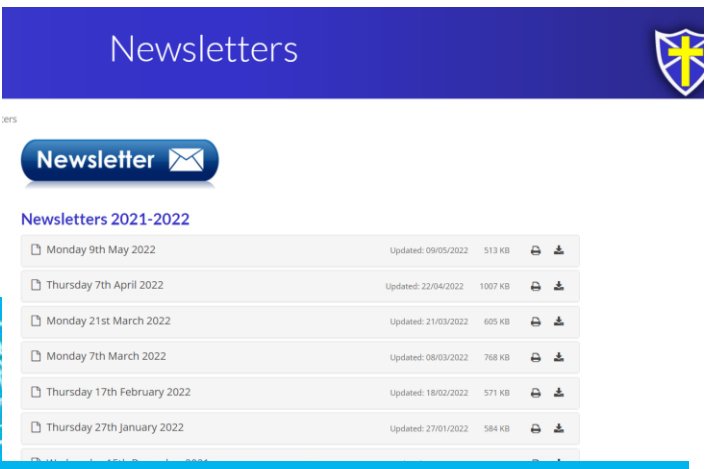


3:44 PM · Feb 17, 2022 · Twitter Web App



[Posts shared to social media](#) to connect parents and the wider community to the school's commitment to the UNCRC.

[School-Parent communication in newsletters.](#) Adults and the wider community are made aware of the school's commitment to rights through communication via newsletters.



OUTCOME 2: Class charters

Each class creates a rights-based charter at the start of each year.



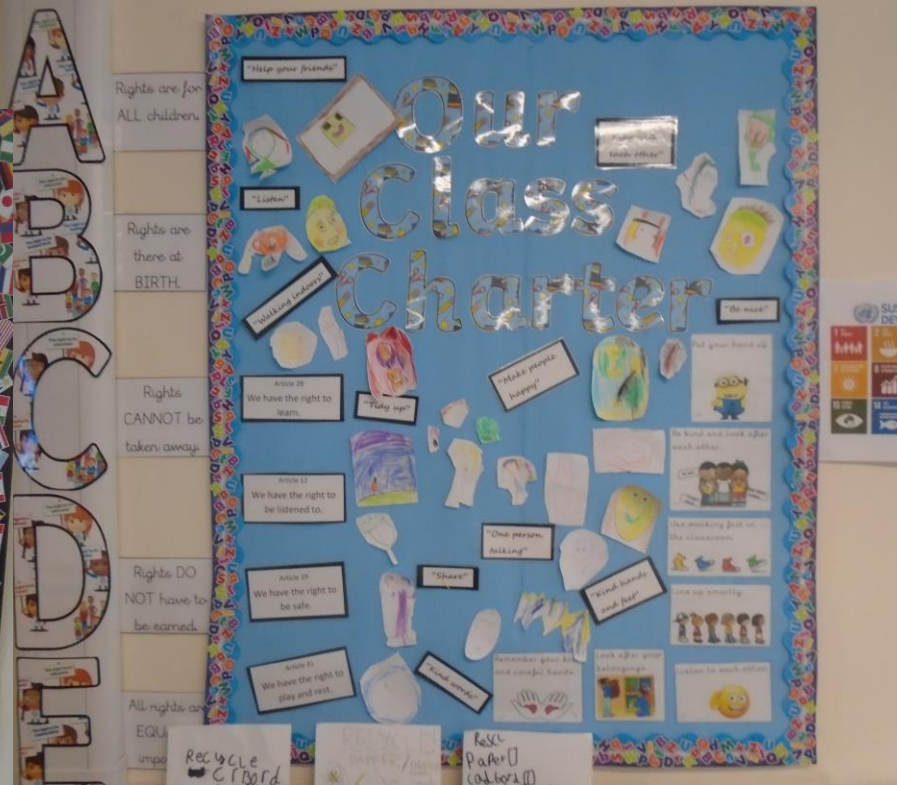
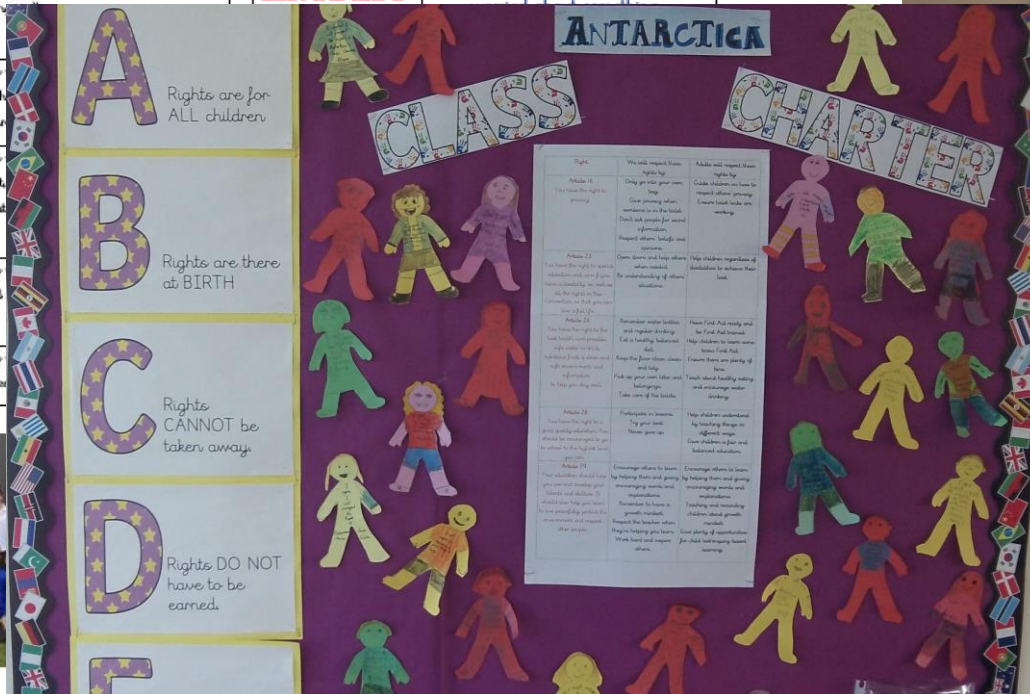
Americas Class Charter

The children agree to:	Article	The adults agree to:
We will listen to and respect the adults in school, and each other.	12: You have the right to give your opinion and for adults to listen and take it seriously.	We will make sure we listen respectfully to all children.
We will let other people join the group, be kind and friendly so that no one feels left out.	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.	We will make sure groups are getting along.
We will ask before we use something that belongs to someone else.	16: You have the right to privacy.	We each have our own things.
We will play nicely and carefully. We will let an adult know if we see someone being hurt and help them if we can. We will be kind and polite.	19: You have the right to be protected from being hurt and mistreated, in body or mind.	We will not hurt or mistreat anyone.
We will not distract others when we are learning. We will respect each other's answers.	28: You have the right to a good quality education.	We will make sure everyone has a chance to learn.
We will be kind and play with each other, respecting each other's choice of play.	31: You have the right to play and rest.	We will make sure everyone has time to play and rest.



Africa Class Charter

Right:	We will respect these rights by:	Adults will respect these rules by:
Article 28: You have the right to a good education.	<ul style="list-style-type: none"> - Asking for help by putting our hands up. - Listening carefully when the teacher is speaking. - Always trying our best and showing determination. - Working to help each other learn. - Sharing the adult's time with everybody. 	<ul style="list-style-type: none"> - Giving every child the opportunity to learn. - Respecting that every child is different. - Believing everyone can improve and the best they can be. - Spending time with every child so that it's fair.
Article 12: You have a right to give your opinion and for adults to listen and take it	<ul style="list-style-type: none"> - Speaking to an adult if something is upsetting us or we are not happy. - Encouraging other pupils to speak to an adult if they are 	<ul style="list-style-type: none"> - Listening carefully to all children's feelings. - Being considerate to a child's feelings. - <u>Taking action</u> if a



OUTCOME 2: Values: Fairness, Equality and Equity

The values of Fairness, Equality and Equity are explored in class and key stage Collective Worship. We use the 'Big Questions' books to explore these further.

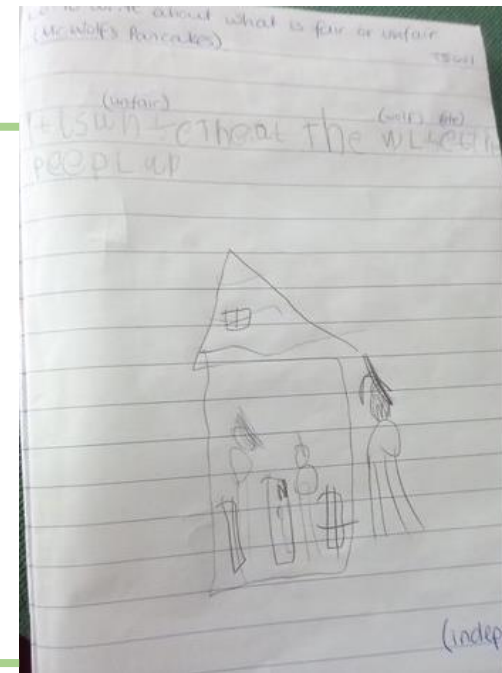
KS1 CW: Emperor class lead the assembly which looked at the difference between equality and equity. The children explored the idea of fairness when talking about justice and how treating everyone the same is not always fair. The children analysed different scenarios on how we can be more fair by looking at peoples needs.

GOAL 16:
Peace and Justice
Strong Institutions

Pupil Voice:
"You need to share the boxes with the smaller children as they need them to be able to see the football game over the fence"
"Being fair is when you treat people equally"

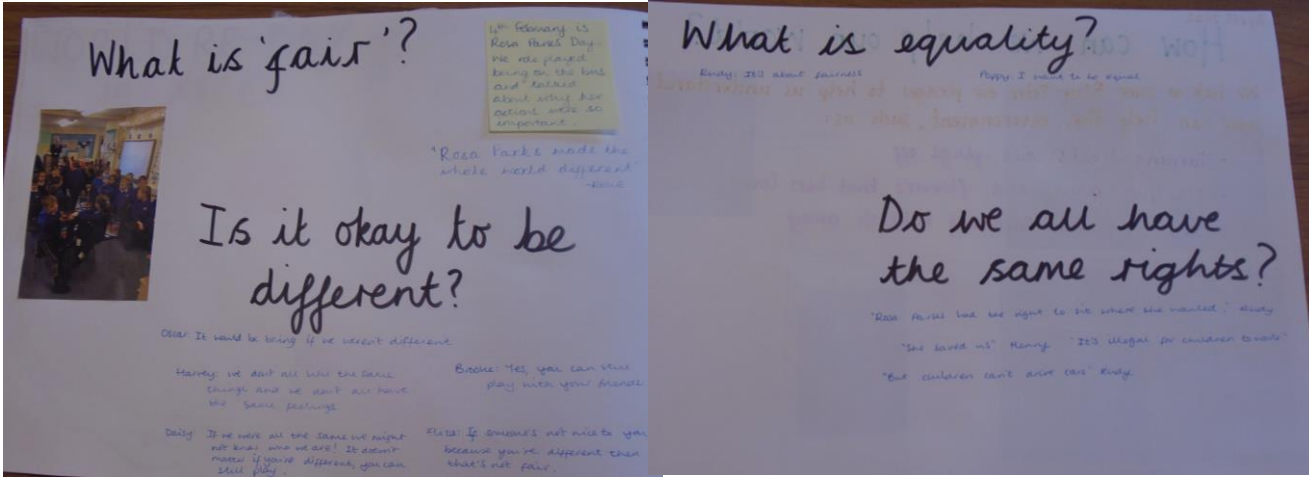
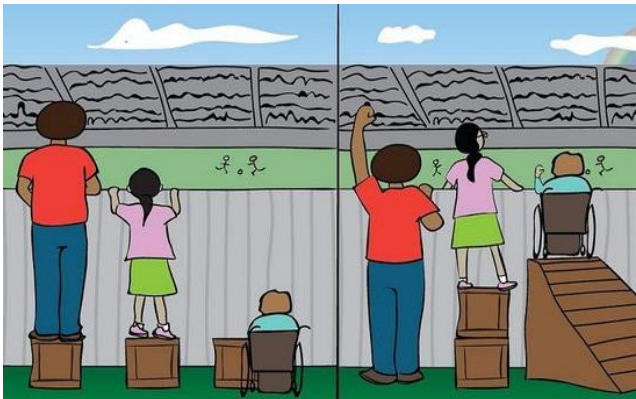
In KS1 Collective worship children showed they understood the concept of fairness and equality.

EYFS:
LO: To write about what is fair and unfair using Mr Wolf's Pancake as a springboard for focused book talk.



Y1 focused throughout Black History Month on fairness and equality. They answered some big questions based around the subject and were able to explain why it isn't ok to discriminate others on their differences. They also were able to explain what to do if they felt that something wasn't fair.

Year 4 used this picture to discuss fairness, equality and equity. They agreed we should all be treated equally, but to make sure everyone is treated equitably, things need to be adapted for the children in the 2nd picture. This led onto a discussion about dignity.



OUTCOME 2: Values: Compassion and Justice

Africa class also led a KS2 collective worship on the value of 'Compassion' this term:



'We really enjoyed practicing and learning our class assembly on the value Compassion.'

Year 4 Africa class:
Compassion
Collective Worship

Americas Justice Assembly

Introduction:

We have gathered in the name of God the Father Son and Holy Spirit to worship together and think about our value justice. Our assembly will look at justice in relation to our topic for the term, Ancient Greece.

Justice is the principle that people get which they deserve, it is the equality of being right, correct or fair.

Justice in Schools

Justice is extremely important in our schools it deals with fairness and being safe. We have explored goal 16 - Peace and Justice - as part of our global learning, as well as being a rights respecting school where justice is highlighted in article 40 where children must be treated with dignity and respect.

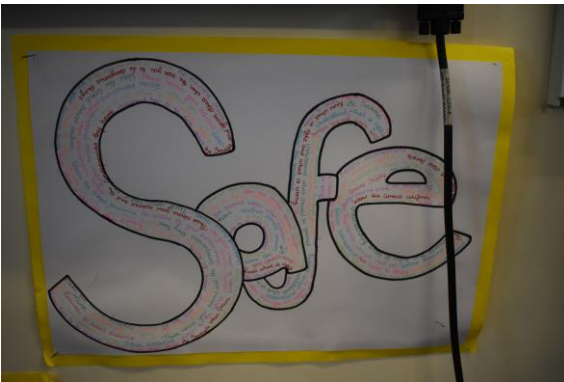
Year 5 Justice Collective Worship, created and written by the children. Parent voice from this is on the last slide.



Year 1 Justice display

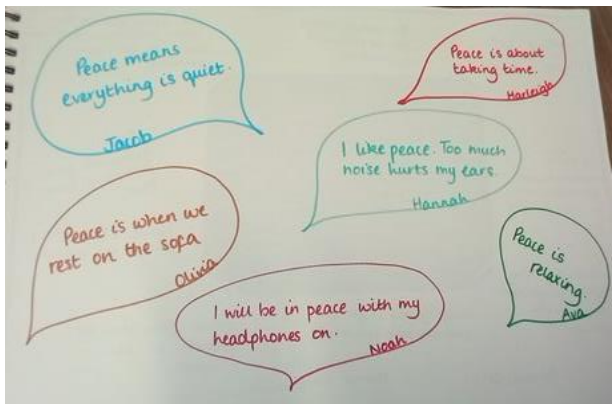
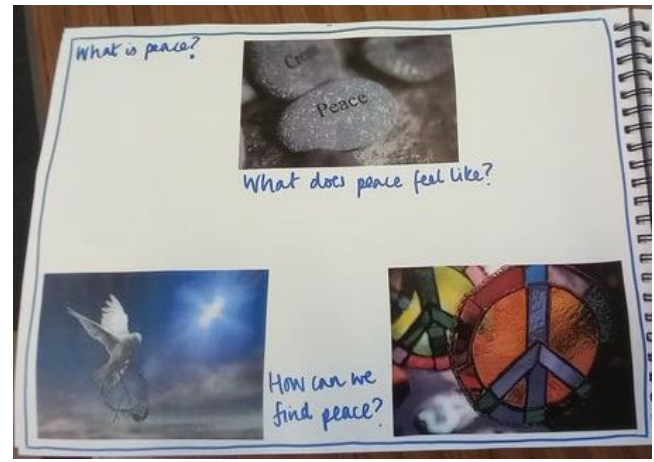


OUTCOME 3: 'Ready, Respectful, Safe' and School Values



The St. Andrew's Way of 'Ready, Respectful, Safe' ensures rights are respected throughout the school. Our termly values complement children's rights, as does [our school vision](#).

Children are reminded of how to be respectful and safe with one another.



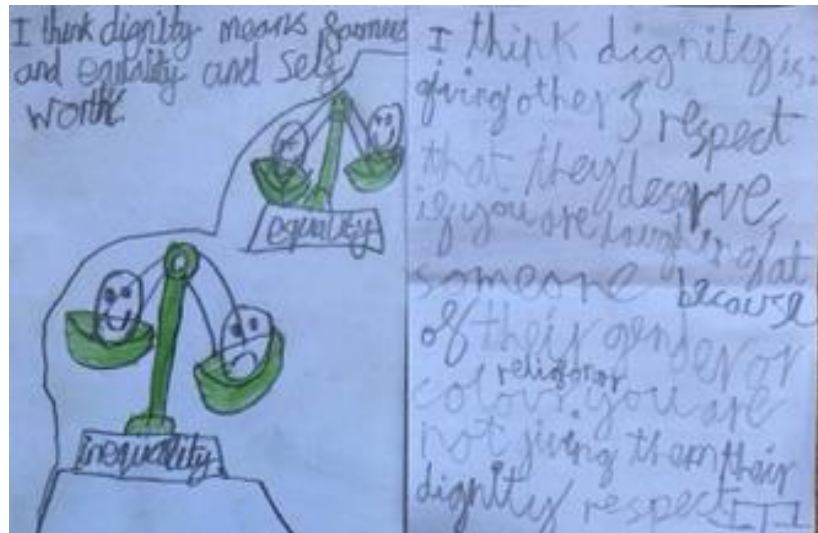
[Collective Worship and our Christian Values](#)



OUTCOME 3: Dignity

We started discussions about what dignity means and the children linked it to our Christian values of respect and justice, as well as the concept of fairness, equality and equity. When looking at various global celebration days, we have linked how children's rights not being respected means that their dignity is not respected. On World Toilet Day, we discussed how some children do not have toilets in school and how this means their dignity is not being respected.

Trust and bravery
 Helping people
 Dignity means your let down.
 To do something for someone or to be respectful
 To carry on and be determined.
 To stand out and be bold.
 We think dignity is ...
 being sensible and kind
 Stricking with something to get your dreams.
 Dignity means helping the world.
 Dignity is when your serious and calm which means your dignified.
 determination
 I think it is respect, confidence and joy.
 Trust and respect
 Dignity means a big group helping something and not stopping



OUTCOME 4: Anti-Bullying Ambassadors

Anti-Bullying

Pupils from year 5 went to Barley Hill School in Thame for a day of Anti-Bullying Training. We learnt lots of interesting things; how to stop bullying happening in our school, different types of bullying to be aware of and the roles that people can take in a bullying situation. We were given different ideas about how to prevent bullying and put together an action plan for our school. We have decided to call ourselves the 'Anti-Bullying Buddies' and will work hard throughout the year, with teachers, parents and children to ensure everyone continues to feel safe and happy at St. Andrews.

Hannah, Callie, Ele and Kern.

St. Andrews Anti-Bullying Buddies



Anti-bullying ambassadors worked in the partnership to tackle bullying in schools. Children in school are aware of who the current anti-bullying ambassadors are and know who to approach for help.

The most recent group of Anti-Bullying Ambassadors introduced themselves in assembly and this slideshow, created by year 6 Anti-Bullying Ambassador Sadie, was shared with the whole school:

[Anti-bullying powerpoint](#)

'I'm happy we have them because if someone isn't ok, they can ask to see how you are.'

'I like that we've got them. I feel safer. I can talk to someone and not keep it inside.'

'I know who they are because they have a badge.'

From a new Anti-Bullying Ambassador: 'Hopefully it should stop all bullying in school. It's hard work, but it pays off to make the school a better place.'

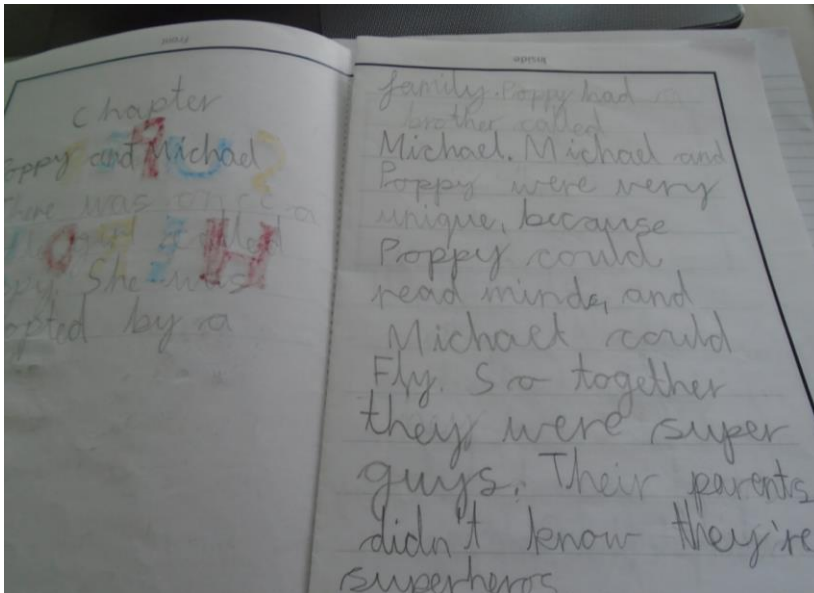
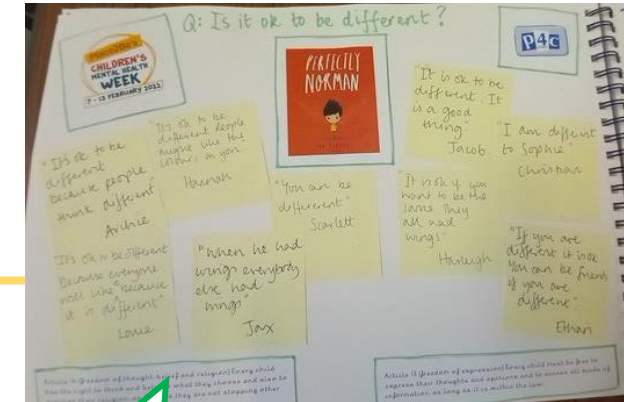
'It can feel more comfortable talking to an Anti-Bullying ambassador because they are my friend and they understand better.'



OUTCOME 4: Anti-bullying WOW Writing Week



EYFS Wow Writing Week & Author Visit - "A little bit different"



The Year 3 children created a comic book based on a superhero who was 'different' from everybody else. This allowed children to understand that being different is ok and that it can be your superpower. It also educated them on bullying and made them take a more proactive approach to stopping it.

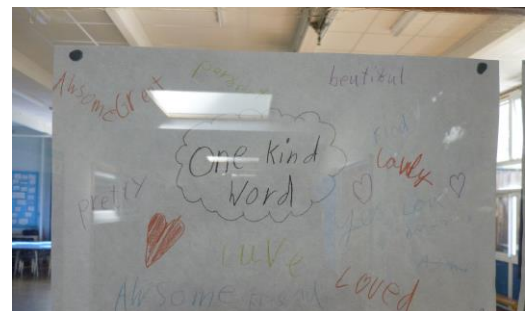
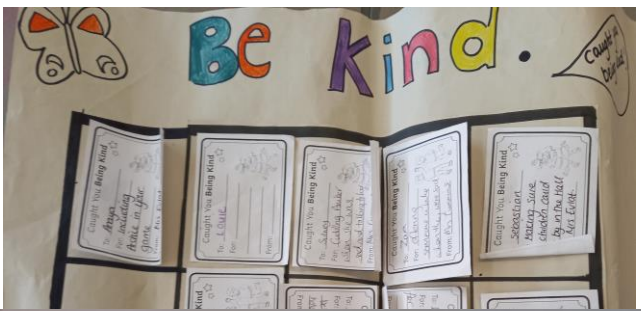
WOW Writing Week: Unique Like Me



RIGHTS RESPECTING SCHOOLS

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OUTCOME 4: One Kind Word



Antibullying week activity focusing on one kind word. A4 poster is example of child initiated work in WAC after talking about one kind word in class.



'Anti-bullying week really helped people. People felt like they didn't know what to do if they were being bullied, but they do now.'

Year 4 had a kindness day to promote being safe and respectful to their peers and adults in school and in the wider community.

Friday 19th November 2021
 LO: To write a story about a unique character who is a positive role model

ONE kind word

Once there was a girl called Britny. She was a very unique girl because when she got angry her hair would go all fiery crimson, red and her eyes went bloody red, and her dress would go poppy red. This was not very boldful because, you see she has two pet rabbits ones called Lily and ones called midnight. The two of them were not very obedient rabbits. When Britny wanted them to go in the pet carrier to go to the vets, they would not get in and Britny got very angry and she turned fiery and burnt the grass!

One day her mum knowtases about britny's power. She said to her. "You know about your sire don't you?"
 "Yes, said Britny not quite focusing.
 "Well, when you go to school, you might get bullid and they might call you, burning Britny," said mum scaid of the day tomorrow when she goes to school."
 "Yeah, uhm, sure," Britny called.

It was Monday and time for Britny to go to school. She woke up, had breakfast and got dressed.
 "Bye Britny, be careful."
 "Bye, see you soon," Britny said "Love you!" she called scar-tastically. Britny walked to school for about an hour when she was half way there she sighed:
 "2 more minutes to go," she said happily.

When she reached the school gates she was escorted after the long walk to school and millions of thoughts

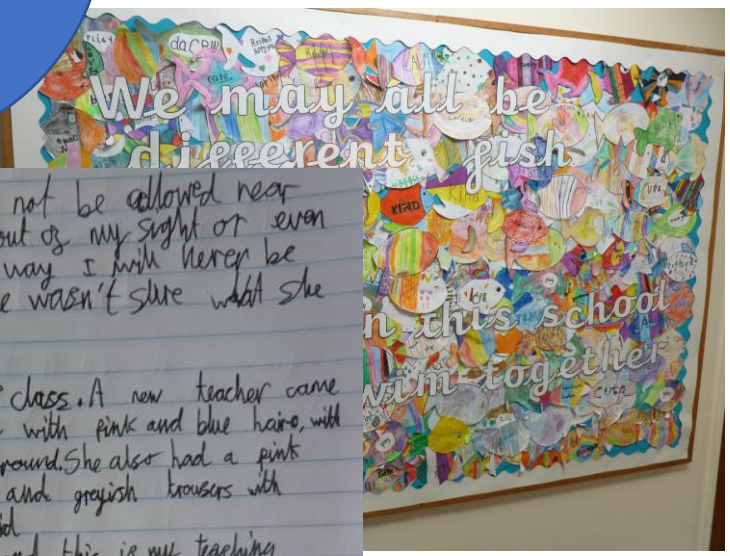
burned in her head about if people would exact her in those friend groups. The bell rang, Ding Dong, Ding Dong. "Class is starting," Britny said. The first class was maths. She was great at maths.
 "OK, Everyone I am Mr Roberts and I will be your maths teacher. Here are some questions answer them on your board."
 "What hour am I supposed to do 1000 X 20872 or 6X72 or 7X207000873.088872 or 8X72 or 8207?" she thought Ding Ding Ding Ding that's the lunch bell everyone get out!"

It was Britny's first ever breakfast time with people. They were playing a game and Britny wanted to play she said "Can I play?"
 "Sure we need 1 more person," said a girl called Maddison. They were playing to burn Britny was it. She got very angry because she could not get any one.

She got ... FIRERY and burnt someone and nearly hurt them badly.
 "Britny you let you in and this is how you thank us. By burning us. How R.U.D.E!" Exclaimed Maddison. The bell rang.
 "Ha Ha your going to get detention or, or or what your name?" asked Maddison.
 "Britny," said Britny as quiet as a mouse.
 "Your going to get detention Britny, no... Burning Britny," said Maddison as meanly and heartful as a bee sting. They were walking back her class and Britny was thinking about what the teacher will say...

would she say "You should not be allowed near people ever again" "Get out of my sight or even quit the school that way I will never be able to see you,". She wasn't sure what she would say.

They got in the class. A new teacher came in she was tall and skinny with pink and blue hair, with purple red spots with a yellow background. She also had a pink top on with a llama and greyish trousers with stripes. She came in and said "My name is Mrs Cowell and this is my teaching assistant Mrs Caterpult."
 Another lady came in wearing she was quite the opposite of Mrs Cowell she was short and sat with black hair with white high lights in it. She also had grey socks and a top with black slavers on it.



OUTCOME 5: Wellbeing support



Two therapy dogs visited the school and all of the children were able to visit them. Research shows that therapy dogs can help to improve children's social and emotional wellbeing.



'I like seeing the therapy dog because it makes me feel calm when I stoke him' - TR



Every year group in the school can access Forest School sessions led by trained adults. Forest school has been found to improve self-esteem, resilience, confidence and team work skills as well as physical health.

'Forest school makes me feel happy because I make things and I like making things' -SP

We have a range of different interventions and support in place for children emotional wellbeing enabling them to be in control of their emotions and through that develop a healthy lifestyle.



'It [Art Therapy] made me feel good inside' - HR

'I like Art therapy because I love painting and that made me happy' - DP

St. Andrew's PSHE and Wellbeing



RIGHTS
RESPECTING
SCHOOLS

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UNITED KINGDOM



OUTCOME 5: Zones of regulation

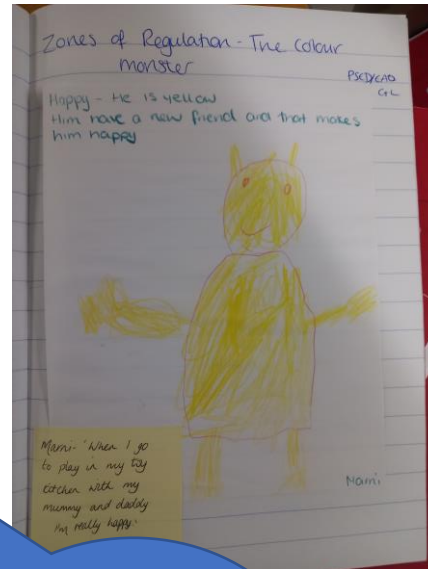
Goals of The ZONES Curriculum

TEACHES STUDENTS:

- Identify their feelings and levels of alertness
- Understand their feelings in context
- Effective regulation tools
- When and how to use tools
- Problem solve positive solutions
- Understand how their behaviors influence others' thoughts and feelings

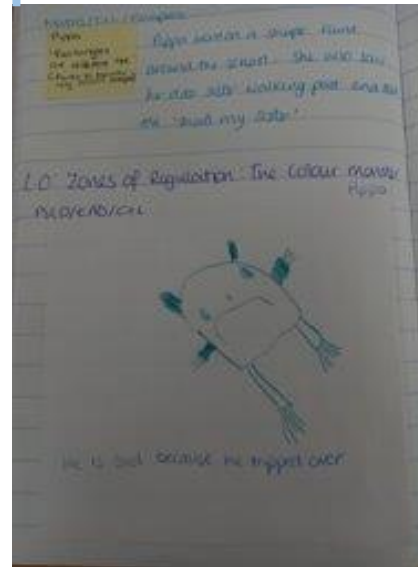
...And ultimately move towards Independent Regulation

- Identifying and naming our emotions
- Self-regulating
- Identifying triggers
- Coping strategies
- Size of the problem
- Expected behaviour V Unexpected behaviour



'Zones helps me with my lego men, we talk about how we feel and what colour we are feeling' - JK

The Colour Monster



KS2: 'I was angry as my friends were fighting. I managed to make them feel better by calming them down.
'I know I'm a bit sensitive, so when I get angry it takes me 5 minutes to get better and I'm alright'.
'I like zones, it's helping me to control my anger'.

Games to encourage team building and recognising how games can make them feel and how to deal with this.

KS1: 'I like playing games at Zones!
'I learnt about how people feel.'
'I enjoyed the Jenga game. Zones club helps me feel calm.'
'I enjoyed playing Jenga. Zones helps you learn about how you feel!'



OUTCOME 5: Positivity and Growth Mindset



Positivity Project

During the 2021 lockdown, the children wrote kind and uplifting messages to one another to keep their morale high! We put these videos together into the Positivity project!

'It made me feel very happy because I was isolated from my friends and I enjoyed it a lot.'



Wellbeing ambassadors 'Chill out club' on the bus to support wellbeing across the school.

In a year 5 PSHCE lesson that included Growth Mindset, one of the pupils wanted to share what he knew, so took over teaching the class!

'People are being a lot more open to us and more supportive than the first 2 terms.'



A message from us to you

During the 2020 lockdown, the staff made this message for the children.



EYFS Resilience - What makes us a good learner?

'Children come up to us on the playground now for support and I think it's helped to stop arguments'.



OUTCOME 6: Celebrating Achievement

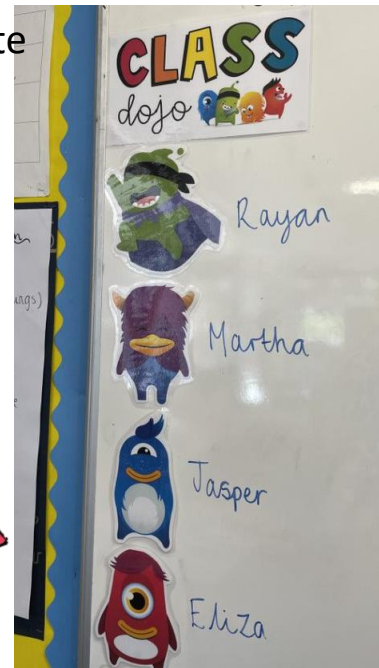
We take a lot of pride in our work. Everyone during the year has work shown on the WOW work board so that we all feel valued as individuals.



'It makes me feel happy as my mum and dad get very proud. It's like good karma and brightens up your day'.

'When I get star pupil I feel really proud and happy with myself. I'm pleased I worked hard and my teacher notices that'.

Every week we celebrate the children who have earned the most Dojo points in class. Children earn Dojos for trying their best in their learning and for demonstrating the correct classroom behaviours.



We are all included and valued as individuals and share in and celebrate each others successes by having our pictures displayed under our star of the week certificates.



In EYFS we collectively celebrate children's learning successes based on their effort, regardless of the outcome. For example, during whole carpet inputs, we will share children's work amongst the other children and model phrases such as. "I loved the way you came in this morning and chose to use a whiteboard to practise your digraphs".

In Maths recently, some children produced tangram animals, an adult initiated, child-led activity. The following day, we shared these during our carpet time and encouraged the children to express what they found interesting about their peers tangrams. It was evident from the children's responses that the creators of these tangrams felt a sense of accomplishment from achieving what they set out to do. Furthermore, some children were spotted using their tangrams in role play.



[VIDEO: Art Show 2022 - Sustainable Me](#)

OUTCOME 6: House Reward Sessions



'It's really fun seeing everyone in school doing the right thing and being rewarded.'

House reward session which takes place at the end of each half term for the team who have won the most points. They earn points by showing they are 'ready, respectful and safe'.

Key Stage One – Termly house point winners celebration.
EYFS children have attended from September and enjoy celebrating with children from year one and two.

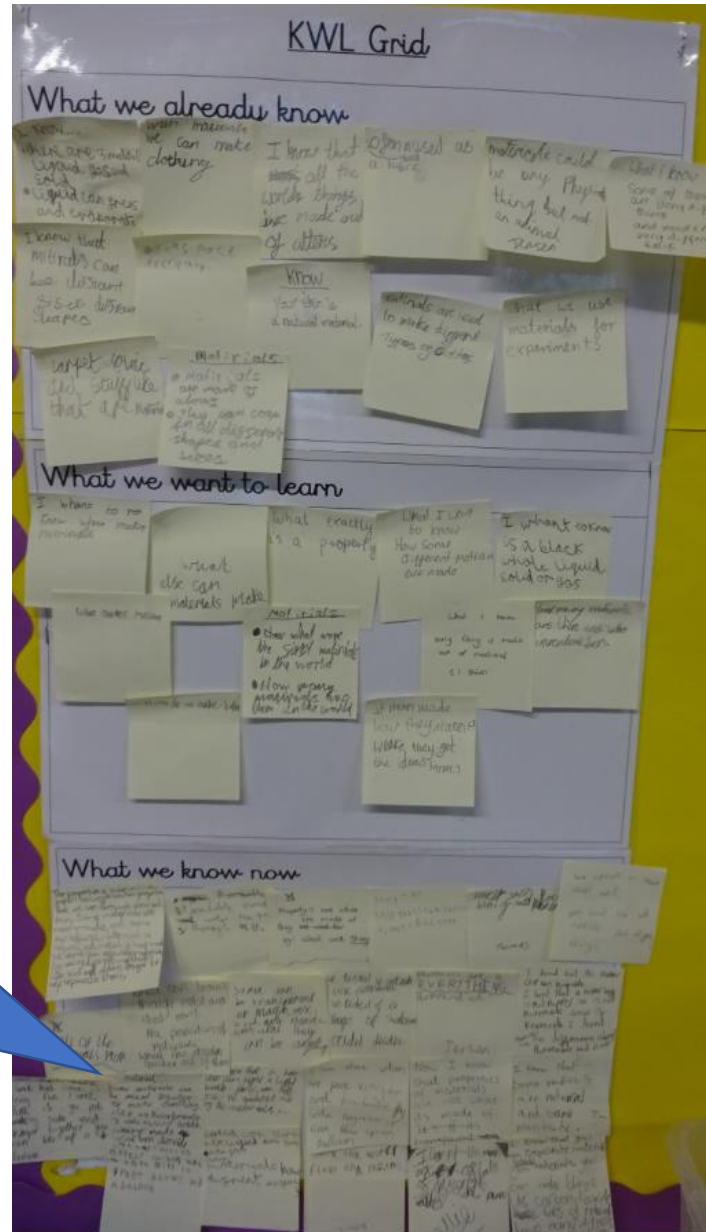


OUTCOME 7: Child-led learning

In Year one children had the chance in our Child led unit to get involved in making decisions about their learning and what they wanted to create for their final piece.

[VIDEO: Art Show 2022 - Sustainable Me](#)

'I like it when teachers give us the chance to explore. It makes learning fun as we do it the way we want, but we're still learning'.

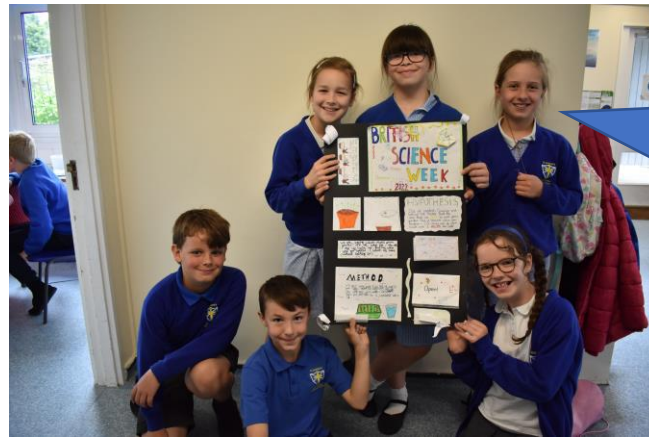


A year 5 KWL grid which is displayed in the classroom, added to and used throughout the unit of work.

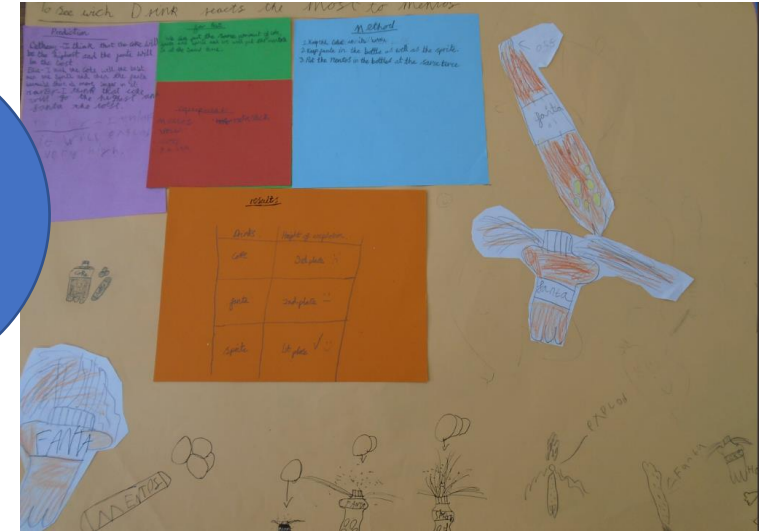


Child led learning where children found an interest in Orangutans so they independently researched them.

OUTCOME 7: Child-led learning – British Science Week

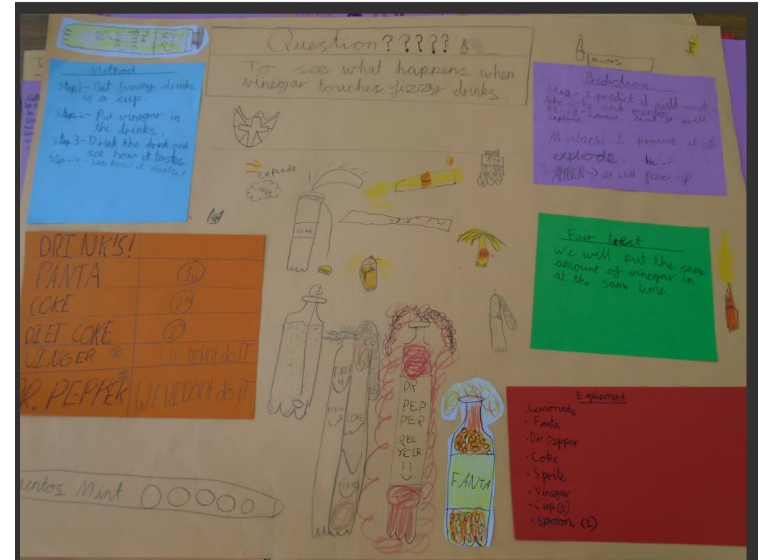


'I like it when I get to choose what I learn. The Science experiments were so fun.'



To celebrate British Science Week, pupils across the whole school conducted their own pupil-led science investigations. Pictures are of the winning groups.

The children were encouraged to investigate a science question of their own. They had complete ownership over their experiment, they designed their question, method, results and conclusion. This meant that the children were more motivated about their learning.



OUTCOME 8: School Council



School council members

'It's good to know we are making a change to the school and we can fix things'.

'I think there's now less plastic since we've promoted recycling'.

'I like being in the School Council, as it makes you feel like you're really helping others'.

The children decided it was important to find a new person for the crossing after Patsy's retirement. The children made posters and letters and sent them to the council.

School council ran an initiative where they encouraged classes to make three pledges of things they were going to do to help the environment e.g. turn off items on standby. Children continued this at home and took pictures.



I feel like we (school council) have been able to help the school be a better place. We got better equipment for the school and playground so everyone can play with things. -TR (school councillor)



OUTCOME 8: Junior Leadership team

The Junior Leadership team across the school have roles of responsibility which include offering wellbeing support for other children.

Please click the images below to expand and see their role within the school:



Our Year 6 Wellbeing Ambassadors are responsible for:

- being role models and offering support to their younger peers.
- offering guidance to children on the playground or to those having a difficult time.
- running activities on the Wellbeing Bus at lunchtime- including games, crafts, and PSHE stories.
- leading the school with a positive focus on anti-bullying through assemblies and School Council.

Our Year 5 Play Leaders are responsible for:

- independently setting up and running games on the FS, KS1, or KS2 playgrounds.
- ensuring that younger children are supported and know how to play the games and making sure that everyone is included.
- awarding stickers to children who they think demonstrate the school values at playtimes.



Our Year 4 Junior Leaders are responsible for:

- supporting happy and smooth-running lunchtimes for everyone.
- ensuring that tables are set for new classes coming through the lunch halls and supporting children to keep things clean, tidy and safe.
- awarding stickers to children who are sitting nicely, using their manners, and reflecting the school values.

Our Year 2 KS1 Leaders are responsible for:

- leading FS and KS1 by being positive role models and making sure children are playing safely and following the school rules.
- making sure playground equipment is used safely and that it is tidied away at the end of every playtime and lunchtime.
- being trusted by their teachers to independently carry out 'responsibility tasks' around our school.

'It feels good as a Play Leader to help lonely kids and to make children happy, so they have someone to talk to.'

'Being a Junior Leader makes us feel like we're helping each other and helping the teachers, because they normally have to do everything.'

<https://st-andrews.oxon.sch.uk/teaching-and-learning/junior-leadership-team>



OUTCOME 8: Writing the Rules and Taking Ownership

Trim Trail Rules



Year 4 have a class notice board which the pupils monitor and update with information which they feel relevant to them.



Rules for the new 'Trim Trail' play equipment were written by year 5.



Ready

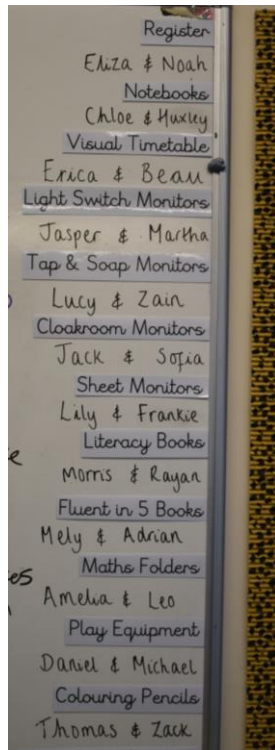
- Follow the rota

Respectful

- Be supportive and kind
- Share fairly/ take turns
- Look after the equipment

Safe

- Use the equipment safely
- Only go in the area when it's your turn to use the trim trail
- The trim trail area is for using the trim trail only
- 2 or 3 on each station with a maximum of 5 people queueing
- Keep moving in the same direction



The children chose their own class jobs to monitor in the classroom.

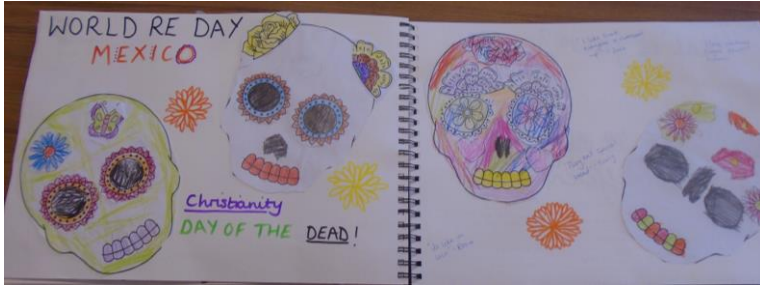


The sandpit is a popular continuous provision activity in EYFS and as a result sometimes there are too many children trying to access it at once. We asked the children for ideas about what we could do to make sure everyone can get a fair turn with the sandpit.

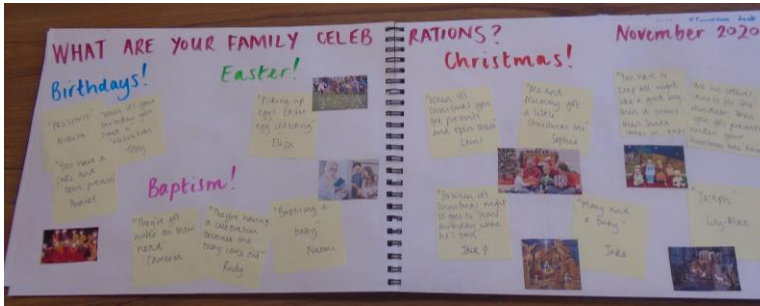
The children worked together during circle time and made rules for the sandpit.

1. "Not too many people playing in it" Marni (We decided 6 was a sensible number)
2. "Everyone must wait for their turn". Lucy
3. "Carefully scoop up the sand so it doesn't flick in other people's eyes". Nora
4. How can we tell if we are allowed to use it? "If the cover is over the sandpit, it isn't for using right now" Charlie.
5. "Now that is fair" Sebastian

OUTCOME 9: Exploring Cultural Diversity



Year 1 looked at Mexico's 'The day of the dead' celebrations. We found it fascinating learning about the Mexican culture.



We have looked at the different holidays we celebrate across the year. Some of them we all celebrated and some of them only a few of us did.

'I like learning about other countries and how people live there'.

We celebrated Cultural Diversity Day! In Year 4 we focused on the country of Brazil. We made costumes and hosted our very own Samba carnival in the hall.



Our focus continent this Autumn term was 'Europe'.



Video and more information links:

[European Day of Languages](#)

[Cultural Diversity Week 2021](#)

[RE 'World Religions Day' 2022](#)

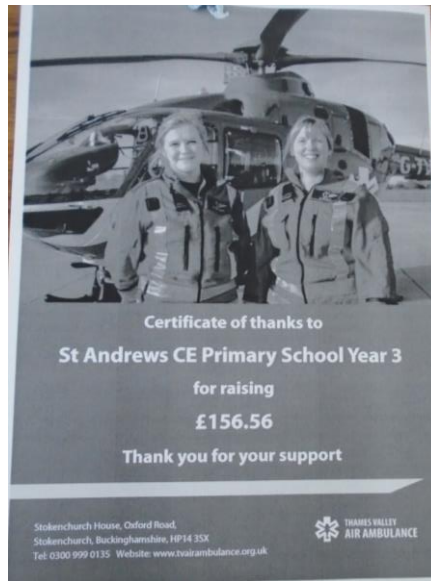
[South Africa Connecting Classrooms](#)

[The Gambia link school](#)



OUTCOME 9: Pupil-led Fundraising

Children chose their own charity which they felt passionate about supporting, they wrote a letter to the headteacher asking to fundraise for their cause. The children then organised and collected donations for a table top sale after school. Some children even organised their own fundraising events at home and donated their contributions to their chosen charity.



cakes toys st. Andrew C of E School, Station Road, Chinnor, Oxon, OX39 4PU

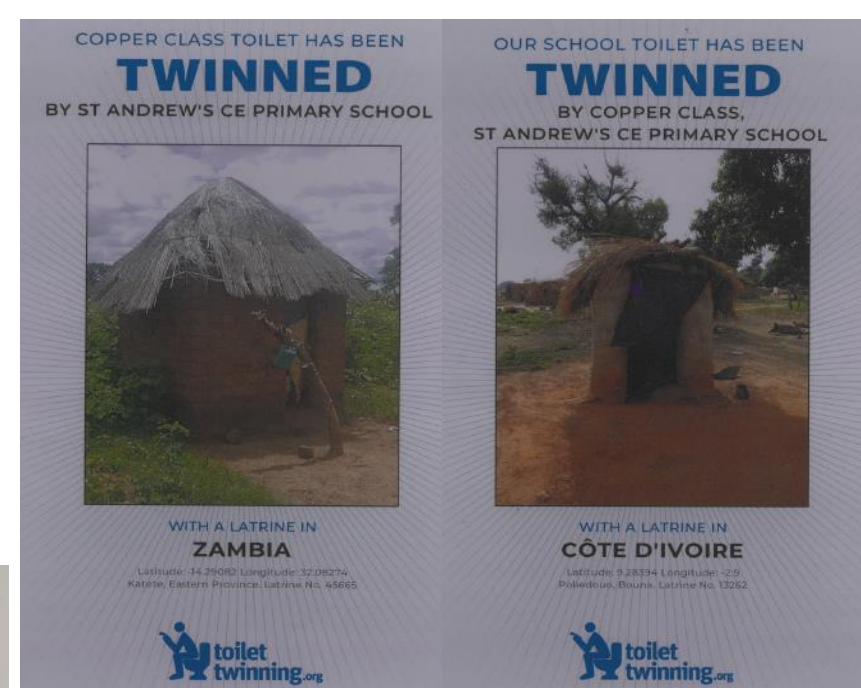
Mrs Mashru's office

15.3.22

Dear Mrs Mashru,

I Really Want to help the People of Ukraine and I have to Ideas: 1. help Ukraine Refugees who are in england and who are close to Chinnor a Place to learn Chere. 2. Raise Money by having a cake sale or toy sale and use the money to buy Food, water and every thing they might need

from Violet Pollard



The pupils in Copper Class have raised £146.35 for the Twin Two Toilets initiative with surplus to spare for an extra donation. We drew the raffle of 7 prizes altogether including a hamper and two £5 vouchers for the bakery. Well done Copper class!



Children independently initiated and ran fundraising events to help a charity of their choice. Below are the charities and the total amount that they raised. This had a huge impact on the children's awareness of the charities and their understanding of countries like Ukraine's need. Year 6 will do theirs after SATS.

EYFS	Ukraine	Sponsored Jobs	268.59
Year 1	Ukraine	Book Sale	24.50
Year 2	Oxfordshire Animal Sanctuary	Toy Sale	112.79
Year 3	Air Ambulance	Coin weigh	156.65
Year 4	UNICEF	Table Top Sale	184.67
Year 5	Ukraine	Cake Sale	165.22
			912.42



OUTCOME 9: Fairtrade

We are a Fairtrade FairAchiever School. The MAD (Make a Difference) club children planned activities for Fairtrade Fortnight, which included a Fairtrade Treasure Hunt, Fairtrade Sale and 'Make a Fairtrade Swap' challenge. The made promotion materials and presented their message in assembly.



Fairtrade 'Tuck Shop' sales are hosted by the MAD club children. This time, our local Fairtrade supplier came along to support and talk to the children about Fairtrade.

As part of Fairtrade Fortnight, children dressed up in Fairtrade themed clothing. Some children even created their own work at home to support Fairtrade, for example this acrostic poem.



Fair Trade's
About
Improving lives
Rights for farmers
Throughout the world
Raising voices
Achieve fairness
Dedicated
Equality in pay & working conditions

By Damon

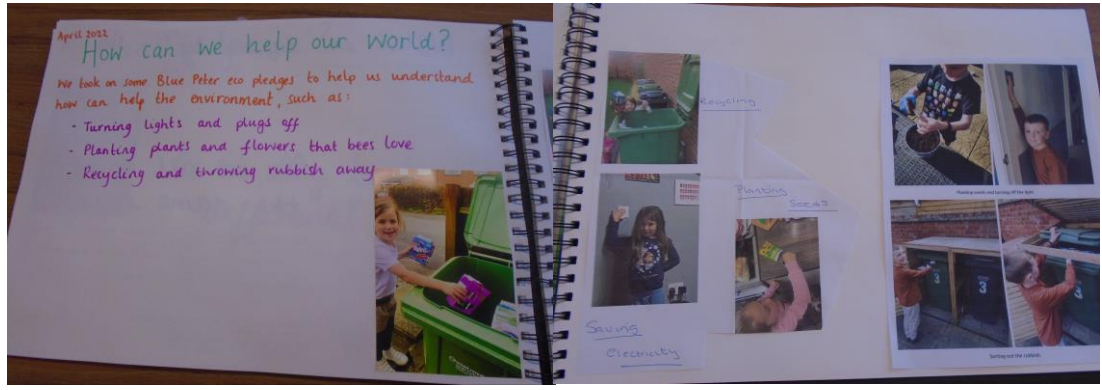


OUTCOME 9: Climate action

'Climate change is affecting our future and it's important we learn about it. It's also really important that all people know about it.'

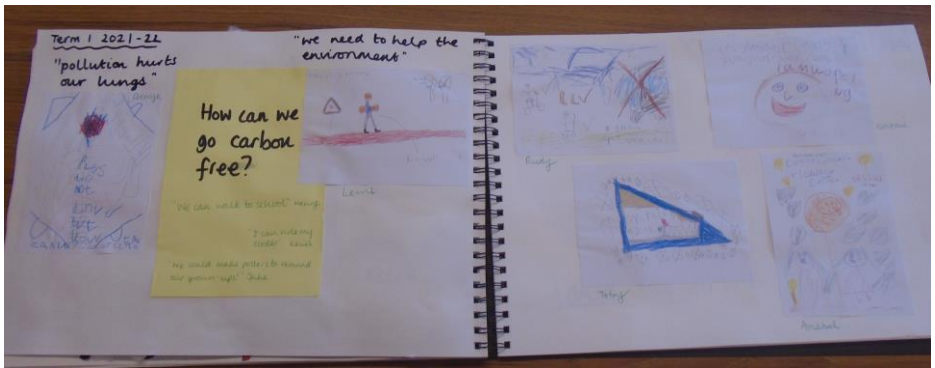
'It's important to have Sustainable Development Goals as it gives you a target to work towards, like a target in a school year.'

Children have been encouraged to take greater responsibility for things that they care about. The children have engaged in action to campaign or advocate for the rights of children globally and locally.



LY in year 3 campaigned at another local school's fayre.

Year 1 have been working towards Blue Peter badges by helping our planet. They have been completing tasks at home to reduce, reuse and recycle.



OUTCOME 9: Climate action

Children across the school have written to our MP and the Prime Minister on a number of occasions about a number of issues. This is an example from year 5 around the time of COP 26.

LO: To write a persuasive letter to Boris Johnson about making changes to the world at COP 26.

Dear Boris Johnson,

This matter is vital. Not only for the planet, but also for us. I am writing to you to tell you how we have been taught what is happening to Venice. We were shocked to find out how much ~~it~~ climate change can affect specific places. Nobody can stop it now but we can try to make it better. Every single country is affected by this and no one can escape it.

Firstly, we have all taken part in destroying where we live. We have rainforests cut down. Trees, as everybody knows are vital for the environment. They suck up carbon dioxide and release air. Also, the tree cutters are really cruel and do not care if an animal is going to be without a home, seriously injured or even die. Secondly, we use a lot of cars that create pollution which can also be very bad for

our lungs. We should try to walk because we live longer and we can live even longer when there are not that many dangerous gasses all around us. Also some people leave their cars on when they are waiting for people or just to keep warm.

We are ~~te~~ thinking about how we can help to change the world like:

- Not leaving cars on.
- Switching lights off when we're not using them.
- Using less cars.
- Stop cutting down trees.
- Stop using a lot of coal.
- Don't use that much paper.
- Don't use that much plastic.

There are also a lot of things you and COP 26 can do to help the countries that suffer the

most, but have done the least. Here are the three main things you and COP 26 can do because you have got the money and the power. Here's what you can do to help the world:

- Stop sea levels rising by stopping temperatures by cutting carbon emissions.
- Help poorer countries adapt to the heat that will be there every summer, and waterproof houses.
- Give money to the world to stop global warming.

Finally, I advise you to act now. We are all relying on you and the future is in your hands.

From
Beatrice



RIGHTS
RESPECTING
SCHOOLS



unicef
UNITED KINGDOM