



STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

Moneyrea Primary School
Gold Award

ADULTS AND THE WIDER SCHOOL COMMUNITY SHOW A COMMITMENT TO THE CRC

Original School Rules

Moneyrea Primary and Nursery School

OUR SCHOOL'S FAIR RULES

Our school rules are fair and easy to understand. We expect parents to support them and our pupils to keep them.

Caring Rule	We care for ourselves We are kind to each other We show good manners to everyone We tell the truth We care for our school
Movement Rule	We always walk in school We enter and leave class and school in an orderly way
Ready for School Rule	We come to school on time We wear our uniform each day We come to school properly equipped
Learning Rule	We always do our best We do our homework well
Talking & Listening Rule	We stop, look and listen, when the teacher is talking We raise our hand, if we wish to speak We listen to each other
Playing Rule	We play fairly We let everyone join in We do what our supervisors tell us to do We take care of equipment and play safely We line up quietly and walk into school

My School's Fair Rules

I have read these rules with my child and fully endorse them and will encourage my child to keep them.

Signed _____ Parent ____ September 2021

I understand my school's fair rules and will do my best to keep them at all times.

Signed _____ Child ____ September 2021



The RRS Steering Group looked at our existing policies and amended them to include Rights Respecting language.

Amended School Charter



OUR SCHOOL CHARTER

Caring	We care for ourselves We are kind to each other We show good manners to everyone We tell the truth We care for our school
Movement	We always walk in school We enter and leave class and school in an orderly manner
Ready for School	We come to school on time We wear our uniform each day We come to school properly equipped
Learning	We always do our best We do our homework well
Talking & Listening	We stop, look and listen, when the teacher is talking We raise our hand, if we wish to speak We listen to each other
Playing	We play fairly We let everyone join in We do what our supervisors tell us to do We take care of equipment and play safely We line up quietly and walk into school

ADULTS AND THE WIDER SCHOOL COMMUNITY SHOW A COMMITMENT TO THE CRC

RRS Planning Overview 2018/2019

	Topic	Article No. from CRC	Right	Brief outline of lesson/Resources
Sept/ Oct	World War 2	42	Knowledge of Rights	Rights of the Child Powerpoint
		38	War & armed conflicts	Enlisting age – 15, diary extracts, WW2 flipcharts, Evacuation
Nov/ Dec	Charlie & the Chocolate Factory	23	Children with a disability	Deaf Awareness week, Braille worksheets, guide dogs
		14	Freedom of thought, belief & religion	Christmas resources, Hannukah
Jan/ Feb	Celebrations – Chinese New Year	14	Freedom of thought, belief & religion	Traditions & customs around the world
				Holocaust Memorial Day (around 27 th January)
Mar/ April	Space	29	Goals of education	Famous Space explorers & discoveries
		28	Right to education	International Womens Day (around 8 th March)
May/ June	Pirates	17	Access to information from the media	Internet Safety
		24	Health	Walk to School Week – Sustrans?

The teachers looked at their WAU planners and linked Articles of the UNCRC to their topics throughout the year.

MONEYREA PRIMARY SCHOOL		MONTHLY PLANNER September/October 2019			PRIMARY 7		
		TEACHER J. Daly					
AT	CONTENT	CCT	LEARNING OUTCOMES/DIFF	ORG	RECORDING	RESOURCES	LANGUAGE
READING	<p><u>Reading Scheme/Gloss Novel</u></p> <p>Reading groups: see reading folder</p> <p>Purple (boys group only) and blue groups daily reading with emphasis on progression from decoding to reading for understanding: novels from Real Book.</p> <p>Blue group reading one to one when possible to aid fluency and comprehension. Books from Project X and other high interest short reads.</p> <p>All other groups reading independently from reading novels, class novel (Sweet Child) and aloud from comprehension passages etc and reporting back orally in class.</p>	T & L PdM MT TSPC WO TPSDM	<ul style="list-style-type: none">Pupils will:<ul style="list-style-type: none">employ a variety of decoding strategiesread orally with fluency and understandinguse a variety of strategies to identify unfamiliar words including identifying and using prefixes to help understandingconsolidate familiar vocabularycontinue to widen existing vocabularydiscuss features of the book: genre, plot, characterisation, setting, title, cover, predict and give an opinion about the story with evidence/reasons	Groups Individual Whole class	Individual reading record Teacher's record Workbooks Study Packs (where appropriate) Word Lists Sweet Child comprehension sheets	Novels Study Packs Workbooks Book Reviews Sweet Child guide and pupil sheets	tone pace expression fluency decode clear sound vocabulary punctuation parts of speech speech marks chance genre plot setting evidence author style predict fiction historical novel classic humour realistic emphasis personification metaphor alliteration deduce infer imagination textual evidence detail clarify persuasive techniques contrast rhetorical question emotive repetition
	<p><u>Reading Activities/Comprehension</u></p> <p>Focus on various genres in connection with preparation for AQE/GCSE</p> <ul style="list-style-type: none">fictional prose/narrativenon-fiction e.g. reports, explanatory textspoems (main emphasis)advertisements, diary, web pages, recipes, instructionspersuasive and discursive writing <p>Persuasive writing focus:</p> <p>Examine a variety of persuasive speeches e.g. Martin Luther King: 'I have a dream', to find key features and understand audience and purpose of this type of text. In groups identify strong emotive language, evidence, direct address, use of contrast, rhetorical questions, repetition and with a view to incorporating some of these techniques into their own writing</p> <p>SM group have extra comprehension work each week-discuss with teacher, planning answers and writing in full sentences: proof-reading</p> <p>Reciprocal Reading: recap on 4 strategies - using a variety of media e.g. short film, poster/photos to develop prediction skills using textual evidence and careful evaluation of predictions as well as higher order questioning skills to develop critical thinking, inference and deduction.</p> <p>Reciprocal reading Group task (collect samples) pupils engage fully and are aware of the appropriate vocabulary and each strategy/role</p>	World Around Us T & L PdM MT TSPC WO TPSDM KKS	<ul style="list-style-type: none">time to teacher reading and attempt to model good practicecomplete written responses to a textfind words with similar meaning in the passagebe able to use inference and deduction in both oral and written responsesidentify different types of text and its featuresuse textual evidence to discern authorial intention/moodexamine the intention and purpose of layout and use of e.g. italics/capitals/underlining/trackexamine the effect of rhyme and rhythm in a poem <p>Target group will be given time to jot down/plan an answer to 'rough'. They will begin to select information to support an answer using skimming and scanning skills. There will also be an emphasis on moving on full sentences. Time given for careful proof-reading (also see IEP targets)</p>	Groups Individual Whole Class Whiteboards	Class & homework Books Workbooks AQE Practice texts Models for Writing Bk 6 AQE Practice texts BBC Bitesize, YouTube video of M.L. King etc	Once a Week Comprehension Poetry Compendium Developing Comprehension Focus on Literacy Bk 6 Models for Writing Bk 6 AQE Practice texts BBC Bitesize, YouTube video of M.L. King etc	predictor summariser clarifier questioner

Existing planners were also cross referenced to include links to RRS.

OUTCOME 1: MOST CHILDREN AND YOUNG PEOPLE ARE FAMILIAR WITH A WIDE RANGE OF ARTICLES OF THE CRC

ARTICLE 29: YOUR EDUCATION SHOULD HELP YOU USE AND DEVELOP YOUR TALENTS AND ABILITIES



PIPING LESSONS AT MONEYREA

Piping tuition commenced today for... See more



Artists....
Violinists....
Dancers....
Flautists....
Pipers....
Cross Country runners....



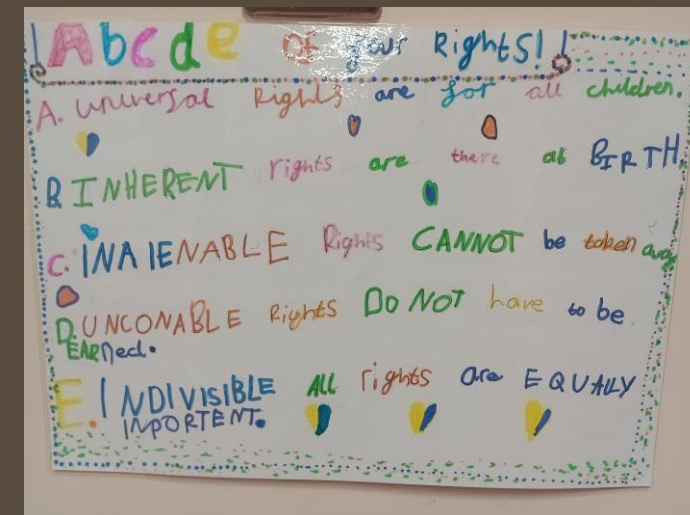
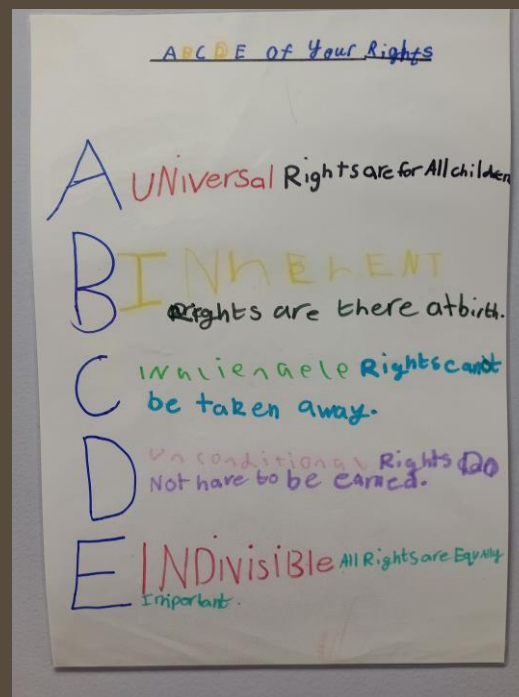
We are fortunate to have so many opportunities to develop our talents and abilities!

OUTCOME 1: CHILDREN UNDERSTAND THAT RIGHTS ARE INHERENT, INALIENABLE, INDIVISIBLE, UNIVERSAL AND UNCONDITIONAL.

ARTICLE 1: EVERYONE UNDER 18 HAS THESE RIGHTS



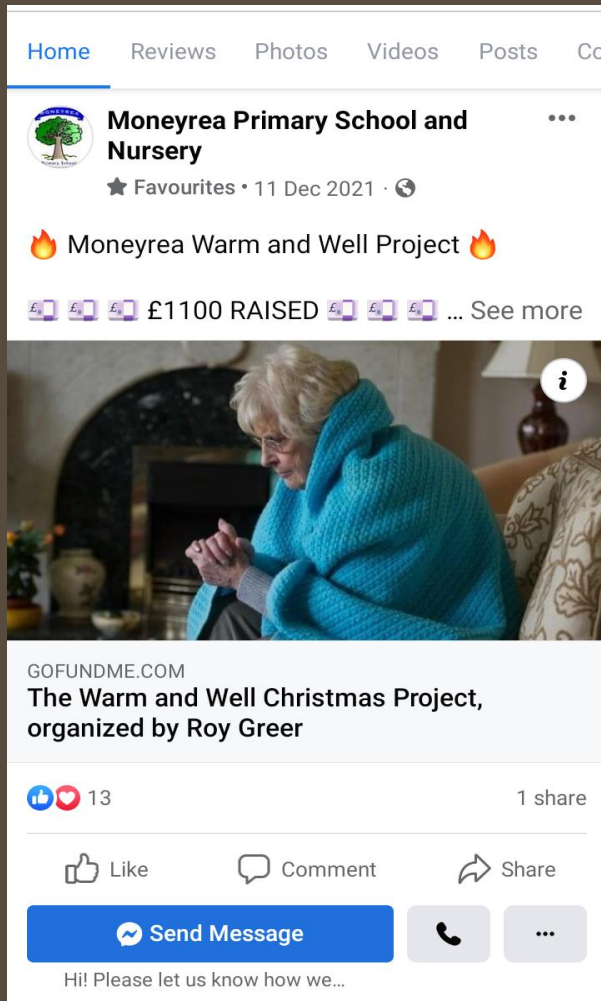
The RRS Steering Group led assembly to explain the ABCDE of rights to the whole school. Please click to listen.



The children designed posters to be displayed around the school.

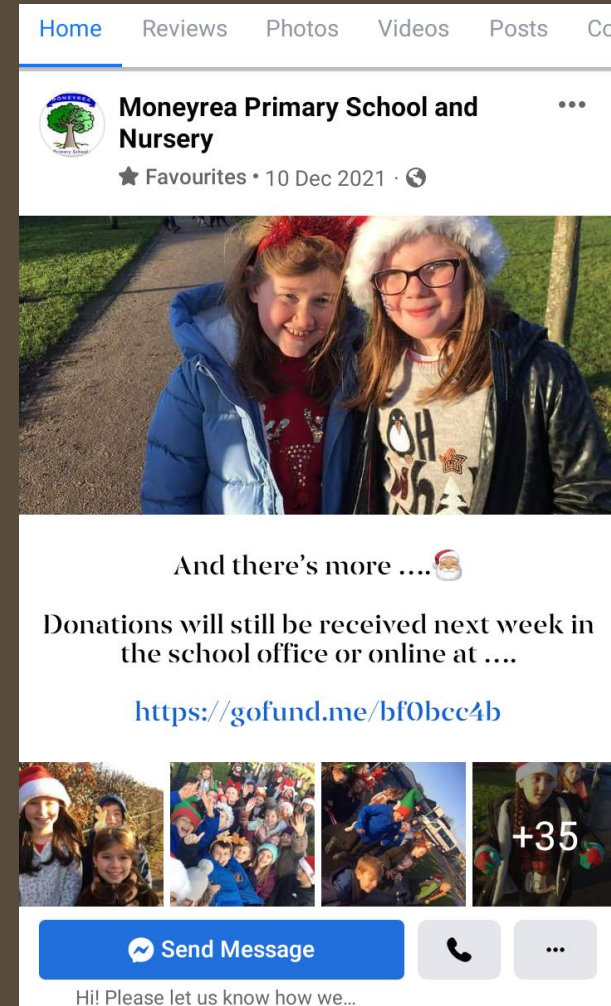
OUTCOME 1: MOST CHILDREN AND YOUNG PEOPLE UNDERSTAND HOW LOCAL AND GLOBAL ISSUES ARE LINKED TO RIGHTS

ARTICLE 26: YOU HAVE THE RIGHT TO HELP FROM THE GOVERNMENT IF YOU ARE POOR OR IN NEED



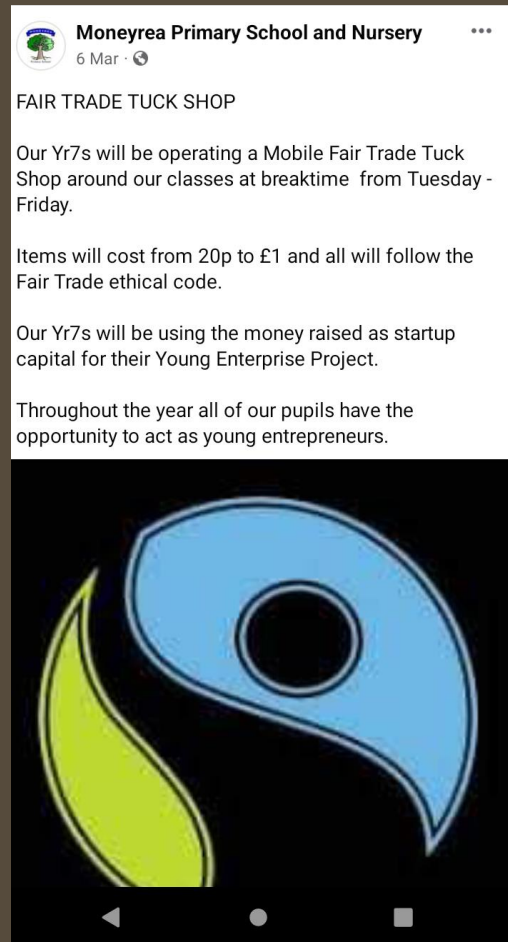
Our Christmas Appeal was to raise money for the “Warm and Well” Project, taking into account the rise in the cost of living and fuel/energy prices.

The children took part in a Santa walk to help raise funds for this worthy cause.



OUTCOME 1: MOST CHILDREN AND YOUNG PEOPLE UNDERSTAND HOW LOCAL AND GLOBAL ISSUES ARE LINKED TO RIGHTS.

ARTICLE 36: YOU HAVE THE RIGHT TO PROTECTION FROM ANY KIND OF EXPLOITATION



The children in Primary 7 sold FairTrade chocolate at breaktime and raised £90 as capital to start their Young Enterprise Project.

The children in Primary 4 were able to explain that FairTrade chocolate is made with cacao beans from farmers who are paid a fair price for their crop, instead of the low price set by the market.

OUTCOME 1: MOST CHILDREN AND YOUNG PEOPLE UNDERSTAND HOW LOCAL AND GLOBAL ISSUES ARE LINKED TO RIGHTS.

ARTICLE 27: YOU HAVE THE RIGHT TO FOOD, CLOTHING, A SAFE PLACE TO LIVE AND TO HAVE YOUR BASIC NEEDS MET.



Dear Mr Greer and the children and staff at Moneyrea Primary and Nursery,

I hope this email finds you well!

I wanted to extend our gratitude and heartfelt thanks to you the children and staff at Moneyrea Primary and NU for supporting ShelterBox in our response to the earthquakes in Türkiye and Syria.

The awareness and empathy that you expressed through your reasons for wanting to support us were truly wonderful to hear. It was very moving to hear of your schools' strong ties with a school in Bursa, Turkey.

Our emergency response team is in Istanbul developing partnerships and working on how we can get supplies to the affected regions. There's snow on the ground and it's far colder where the earthquakes struck – presenting an immediate risk to life as the days pass.

ShelterBox has experience responding to earthquakes in Türkiye before, most notably the 2011 Van earthquake. We also have an ongoing programme of work supporting people displaced by conflict in Syria.

We expect items such as thermal blankets and solar lights to be needed. We are also considering tents. Providing cash assistance could be an important element to this response too – giving people who have been left with nothing the flexibility to get what they need.

It is amazing that you have already raised £964! Your support will contribute to the emergency fundraising appeal to help people affected by the earthquakes and other disasters around the world.

As well as our work in Türkiye and Syria, we are also responding to the humanitarian crisis in Yemen, shelter needs in Ukraine, Pakistan and Mozambique, among several others.

We quite simply wouldn't be able to do this without the support of people like yourself and the children and staff at your school.

Thank you!

We're so grateful for your support!

On behalf of all of us here at ShelterBox but, most importantly, on behalf of those who we are helping now with our emergency aid and who will help in the future- Thank you.

With warm wishes,
Evie



STRAND B: TEACHING AND LEARNING THROUGH RIGHTS

Moneyrea Primary School
Gold Award

OUTCOME 2: CHILDREN ENJOY THE RIGHTS ENSHRINED IN THE UNCRC

ARTICLE 15: YOU HAVE THE RIGHT TO CHOOSE YOUR OWN FRIENDS



OUTCOME 3: RELATIONSHIPS ARE POSITIVE AND FOUNDED ON DIGNITY AND A MUTUAL RESPECT FOR RIGHTS

ARTICLE 17: YOU HAVE THE RIGHT TO GET INFORMATION THAT IS IMPORTANT TO YOUR WELLBEING



Moneyrea Primary School and Nursery

★ Favourites • 21 Oct 2021 • 🌐

the POWER of YET

An itty bitty word is making big waves at Moneyrea. The word I'm talking about is 'YET'. This is a superhero word and we are helping to establish it in our children's mindset through the use of a YETI character.

This week our children have been choosing a name for our YETI character and we have three winners in each of our Key Stages.

The winning names were BIBO (Breathe In Breathe Out), Not Yeti, and Yoda. Our winners are pictured below with their prizes.

The overall winner was BIBO (Breathe In Breathe Out), which also reminds us that we can relax our minds and focus our thoughts by practising some simple calming, breathing



Year 4 pupils each produced a section of this "Kindness" poster. They stuck it together and wrote kind deeds on the heart shaped leaves.



Moneyrea Primary School and Nursery

★ Favourites • 21 Nov 2021 • 🌐



Anti-bullying Week


Yrs 4-6 enjoyed a visit from the PAIS Team from Moneyreagh Community Church when they played games to help them learn how to deal with bullying.



+8

OUTCOME 4: CHILDREN ARE SAFE AND PROTECTED AND KNOW WHAT TO DO IF THEY NEED SUPPORT



ARTICLE 24: YOU HAVE THE RIGHT TO THE BEST HEALTH CARE POSSIBLE....AND INFORMATION TO HELP YOU STAY WELL

**Moneyrea Primary School and Nursery**

★ Favourites • 14 Oct 2021 •

TALKING IT THROUGH


This little video will help provide parents with some simple tips to introduce conversations about online safety.



About This Website

Talking to children about online risks

YOUTUBE.COM
Pause, think & plan: Talking to children about online risks.

**Moneyrea Primary School and Nursery**

★ Favourites • 13 Oct 2021 •

SQUID GAME

ONE CLICK AWAY

SAFEGUARDING and PROTECTING our CHILDREN

Child Protection and Safeguarding are central to our role as parents and teachers. Unfortunately, access to the internet and YouTube etc. means our children are ONE CLICK AWAY from graphic and inappropriate material.

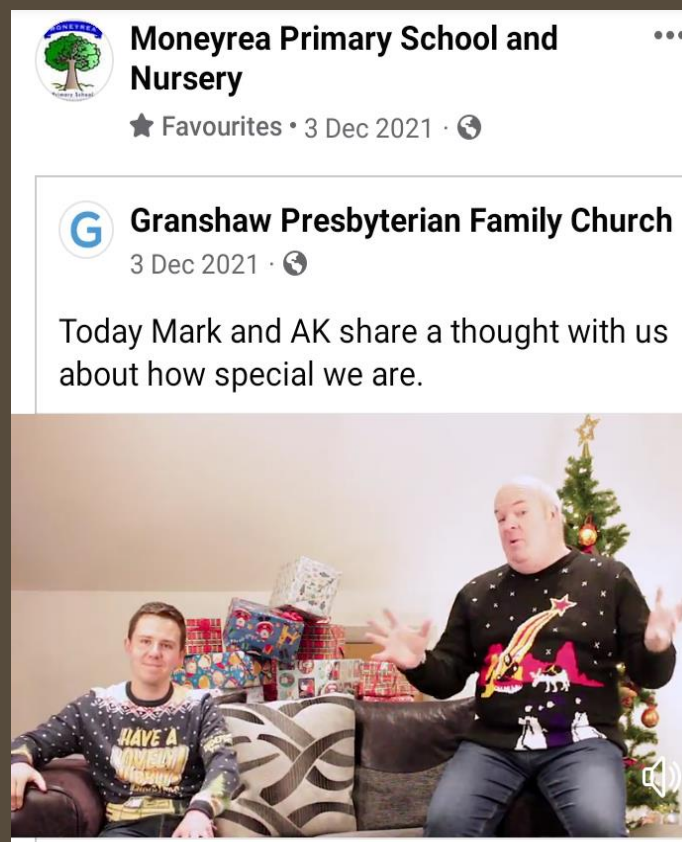
We have become aware that primary-aged pupils are accessing video clips of programmes such as SQUID GAME via YouTube. Squid Game is a Netflix, game-based series which depicts extremely violent scenes and other age inappropriate material.

Advice to parents via our school Facebook page.....

OUTCOME 6: CHILDREN ARE INCLUDED AND ARE VALUED AS INDIVIDUALS

ARTICLE 24: YOU HAVE THE RIGHT TO THE BEST HEALTH CARE POSSIBLE....AND INFORMATION TO HELP YOU STAY WELL

... and support for our children via Community links, both outside and inside school.



OUTCOME 5: CHILDRENS' SOCIAL AND EMOTIONAL WELLBEING IS A PRIORITY

ARTICLE 31: YOU HAVE THE RIGHT TO PLAY AND REST



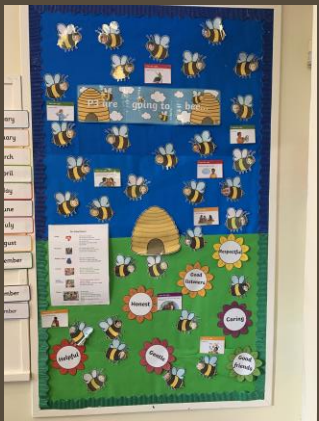
OUTCOME 7: CHILDREN AND YOUNG PEOPLE VALUE EDUCATION AND ARE INVOLVED IN MAKING DECISIONS ABOUT THEIR LEARNING

ARTICLE 12: YOU HAVE THE RIGHT TO GIVE YOUR OPINION, AND FOR ADULTS TO TAKE IT SERIOUSLY



Watch our Freedom for Girls video below...

Every year, each class produces their own Class Charter, decided upon and agreed by every pupil for the year ahead.





STRAND C: TEACHING AND LEARNING FOR RIGHTS

Moneyrea Primary School
Gold Award

OUTCOME 7: CHILDREN AND YOUNG PEOPLE KNOW THAT THEIR VIEWS ARE TAKEN SERIOUSLY

ARTICLE 12: YOU HAVE THE RIGHT TO GIVE YOUR OPINION, AND FOR
ADULTS TO LISTEN AND TAKE IT SERIOUSLY




Each year we hold elections for Student Council and the RRS Steering Group. These groups meet regularly to discuss important issues. They sometimes speak in Assemblies and give feedback to the Principal about their ideas.



OUTCOME 7: CHILDREN AND YOUNG PEOPLE KNOW THAT THEIR VIEWS ARE TAKEN SERIOUSLY

ARTICLE 12: YOU HAVE THE RIGHT TO GIVE YOUR OPINION, AND FOR ADULTS TO LISTEN AND TAKE IT SERIOUSLY

 **PUPIL QUESTIONNAIRE**

YEAR GROUP:

Tick the box to show how far you agree	Yes	Sometimes	No	I'm not sure
1. I learn about my rights at school				
2. I enjoy being at school				
3. I feel safe at school				
4. Adults in the school treat me with respect				
5. Other pupils in my class treat me with respect				
6. If I felt unsafe, I could tell an adult at school				
7. My teachers listen to me				
8. I can influence decisions in my school				
9. I know what I need to do to make progress in class				
10. In general, I like the way I am				
11. I can do things to help others in my local community				
12. I can do things to help others around the world				

13. Have you talked about children's rights with any of the following people in the last three months?	Yes	No	Not sure
Your parents or carers			
Your wider family or the people you live with			
Other adults outside the school			
Other children outside the school			

14. Have you shared or posted a story about children's rights on social media in the last three months?	Yes	No	Not sure

If you said yes, how many times, roughly?

Thank you

Pupil questionnaire Secondary
Rights Respecting Schools Award © UNICEF UK 2021

unicef.org.uk/rights-respecting-schools

Pupil voice ensures that the opinions and views of every child are heard and acted upon.

Ways in which we use Pupil Voice in our school:

- Questionnaires
- Student Council
- RRS Steering Group
- Eco Schools
- Young Enterprise Projects
- Interviews for participation in ERASMUS trips
- Choir – choosing songs we like to sing!

OUTCOME 7: CHILDREN AND YOUNG PEOPLE KNOW THAT THEIR VIEWS ARE TAKEN SERIOUSLY

ARTICLE 12: YOU HAVE THE RIGHT TO GIVE YOUR OPINION, AND FOR
ADULTS TO LISTEN AND TAKE IT SERIOUSLY

Our Steering Group put together this video presentation as part of a campaign to ask the Education Authority for improvements to our school building.

We hope, after listening to the pupils and reading their persuasive letters, our requests will be considered.

We hope our efforts will have a significant impact on bringing about the changes needed to improve our school buildings.

**VIDEO PRESENTATION BY
RIGHTS RESPECTING
SCHOOLS REPS**

MARCH 2023

OUTCOME 7: CHILDREN AND YOUNG PEOPLE KNOW THAT THEIR VIEWS ARE TAKEN SERIOUSLY

ARTICLE 12: YOU HAVE THE RIGHT TO GIVE YOUR OPINION, AND FOR ADULTS TO LISTEN AND TAKE IT SERIOUSLY

The children from Y4, Y5, Y6 and Y7 wrote persuasive letters to the Education Authority to ask for improvements to be made to our school building.

We eagerly await their response, and hope our efforts will make an impact on future decisions.

Dear Sir/Madam,

I am writing to you as a Moneyrea Primary pupil and I would like to improve some thing in our School. There are 252 pupils in our School and there is just not enough room.

Firstly, there are 37 Staff members and there is only one bathroom in the Staffroom. Not all the Staff members can fit into this room at break time and lunchtime. Also Staff cannot use the bathroom on their break or lunch as there is a queue.

Our School hall is not big enough to fit our 252 pupils and we cannot even fit P1 and P2 during hymn singing. We use our School hall for a lot more things like a library, after school and dinner hall. If we want to do PE we have to cross two road just to get to the community centre. This is not safe for the younger children since the community centre is a public place. If we use the toilets and someone much older than us is in there it is not really safe - do you not agree?

The boys and girls bathrooms are just too small for P4, P5, P6 and P7. The girls bathroom only has four bathroom stalls and would usually have a queue. The boys bathroom has two bathroom stalls and a urinal which can only fit two people. So there would not be a queue but it would be packed.

I hope you consider these points thank you very much for reading my letter

yours faithfully

Dylan Robertson

Moneyrea Primary
Church Road
Moneyrea
BT23 4UX

Wednesday 1st March 2023

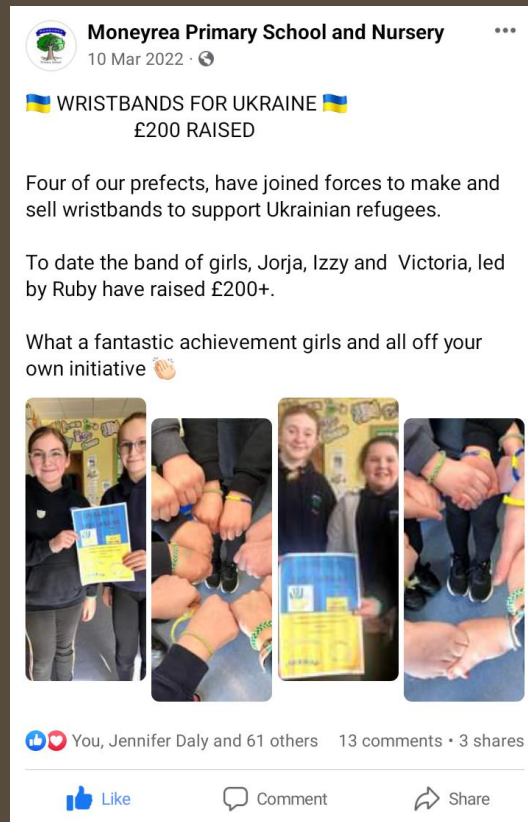
To Whom It May Concern,

I am a pupil at Moneyrea Primary. We need a library because in silent reading you hear the other classes making a lot of noise. All the classes have reading groups that go out reading every day and it is very hard to concentrate on their reading. When teachers are taking people out for key words they can go into the library. I am writing to you to visit our school and support our request for new facilities.

Yours faithfully, *Ollie*

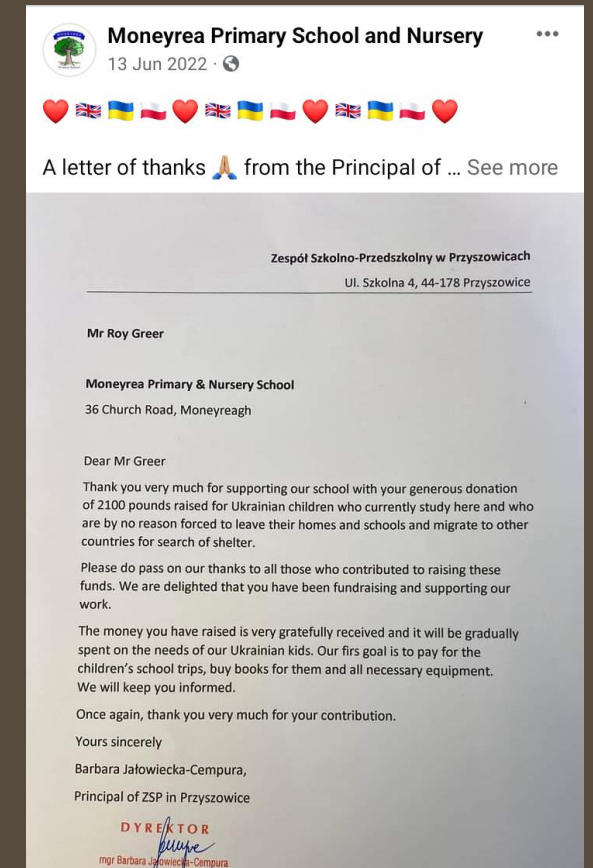
CHILDREN HAVE TAKEN ACTION TO CLAIM THEIR RIGHTS AND PROMOTE THE RIGHTS OF OTHERS, LOCALLY AND GLOBALLY

ARTICLE 38: YOU HAVE THE RIGHT TO PROTECTION AND FREEDOM FROM WAR.



After seeing the news reports about the devastating effects of the war in Ukraine, we raised money and sent it to one of our ERASMUS partners in Poland.

They will use the money to support the Ukranian refugees that have crossed the border seeking a safe place to live and continue with their education.



CHILDREN HAVE TAKEN ACTION TO CLAIM THEIR RIGHTS AND PROMOTE THE RIGHTS OF OTHERS, LOCALLY AND GLOBALLY

ARTICLE 27: YOU HAVE THE RIGHT TO FOOD, CLOTHING, A SAFE PLACE TO LIVE AND TO HAVE YOUR BASIC NEEDS MET.

 **Moneyrea Primary School and Nursery** · 16 Dec 2022 · 🌐

SUPPORTING THE NI CHILDREN'S HOSPICE

£1225 RAISED TO DATE


MONEYREA PS and Nursery
CHRISTMAS 🌲 APPEAL

We are asking for donations to our Christmas 🍪 charity appeal.

If you can contribute any amount no matter how small, together we can make a big difference to this wonderful charity.

Don't forget to Gift Aid your donation.

We have collected £1225 to date at our Christmas Nativities and Carol Service.

 **Northern Ireland Children's Hospice**

justgiving.com

Each year we support a different charity at Christmas time. This year we collected money for the NI Children's Hospice. Money was donated by the P4 class from their Enterprise project; there was a collection at the Carol Service; and donations were sent in to the School Office.

 **Moneyrea Primary School and Nursery** · 7 Feb · 🌐

£££ PLEASE DONATE £££

PLEASE SHARE... See more



justgiving.com
MONEYREA PRIMARY and NU - ShelterBox - Turkey and Syrian Disaster

We are collecting money for the Shelterbox Appeal. This is a project close to our hearts, as we are partnered with a school in Turkey through our ERASMUS project. We want to help and support our Turkish friends who may have lost friends and family in the earthquakes.