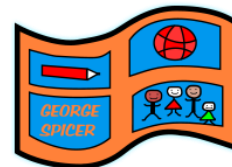


THE GLOBAL CITIZEN

November 2021



Our Rights Respecting School Newsletter

NOTES FROM THE EDITOR:

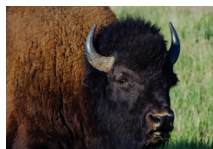
Welcome to the November edition of "The Global Citizen". There has been a lot of wonderful work taking place in different year groups that relate to either the UNCRC articles or the Global Goals. We hope you enjoy looking at a small section of this work.

As well as this, we have a great book review by Safia. This book explores a refugee child and his family. She also found that this book related to Article 2: No Discrimination and Article 38: Protection from War.

Stay safe,

Miss McNamara

First Americans and the conflict with Europe (UNCRC Article 8: Identity)



In Year 3, we have been learning about the First Americans. We have been writing about how they used the buffalo for many things in their lives - food, shelter and clothing. We have also been discussing how the Europeans used the buffalo to weaken and try and take control of the them. As a result of this, the First Americans were forced to live on reservations and were not allowed to wear their own clothing or speak their own language. We spoke about the fact that these events did not support Article 8 - Identity and how upset and infuriated the First Americans must have felt when this happened.

A picture speaks a thousand words:



Look at this image and think about the following questions:

- What do you think is happening in this image?
- How must these people have felt?
- What Article of the UNCRC does this image relate to?
- What more can be done to respect this right?
- What could you do in this situation?

Boy, Everywhere by A.M. Dassu

Reviewed by Safia



(UNCRC Article 22: Refugee Children and

UNCRC Article 2: No discrimination)

The book, Boy Everywhere, is a very emotional story as they (the mum and Sara) are bombed in the mall. Sara is not physically hurt but mentally. This book explores many articles. Article 2 (No Discrimination) is met a lot as Sami protects his friend from bullies.

The author has done a very good job of making the reader feel sympathetic when they have to flee Damascus to find safety away from the rebels. The family have to flee to the UK. They do not have the best experiences so Article 38 (Protection from War) and Article 22 (Refugee children) is not being met. I think that A.M. Dassu is a very talented author.

Ghengis Khan: Hero or Tyrant? (Exploring the UNCRC and the Global Goals)

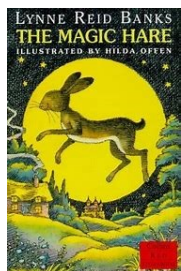
In Year 5 we decided that Genghis Khan was a complex figure and decided to put him on trial to determine whether he was a great leader, or a formidable tyrant! Using evidence we had collated in previous lessons and linking to articles and global goals, we evaluated his character and ability to lead an empire.

We evaluated that although he was considered a great leader, Khan broke Global Goals (16 – Peace and Justice) and Articles (3 – Good Wellbeing, 9 – Keeping families together and 38 – Protecting in War).

Due to the fact he broke many of these articles and global goals, we decided that Khan was primarily a tyrant, as a great leader would ensure these rights were given freely and global goals were followed.



Reading about the Goals: Year 2



In George Spicer Reads this week, Year 2 have read a short story from 'The Magic Hare'.

In this story, a dragon is causing chaos in the towns around the Hare's home. Luckily, the Hare finds a way to trick the Dragon and save the surrounding towns from destruction.

Global Goal 11 looks at sustainable cities and communities. We thought about what we could do to ensure we looked after where we live and keep people safe.

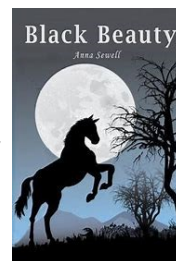


"We must not throw rubbish on the floor or in the seas because it ruins our environment." – Georgia

"I would like to have a house that will not break so it can keep me safe." – Hamza

"Treating people and the environment with kindness is really important." – Alice

Reading about our Rights: Year 6



In George Spicer Reads this month, Year 6 have been reading the book 'Black Beauty' by Anna Sewall.

Although this book is about a horse (and not children), they looked at the United Nation's Convention of the Child and discussed what rights were being disrespected in this story.

They found a range of articles within the chapters they have read so far:

In Chapter 2:

Articles 19 (Protection from Violence) and 23 (Children with Disabilities) are disrespected.

In Chapter 3:

Article 2 (No discrimination), Article 3 (Best interests of the child), Article 6 (Life, survival and Development), Article 19 (Protection from Violence), Article 32 (Protection from Harmful work) and Article 35 (Prevention of sale and trafficking).

They look forward to seeing if they can link anymore to the story.

Remembrance day: Forgotten heroes

(Article 8 of the UNCRC—Identity, Global Goal 10—Reduced Inequalities and British Value: Mutual Respect)

Mr Combe did a wonderful assembly, this month, looking at the commonwealth countries in the Caribbean and their contribution to the war effort. We focussed initially on Ulric Cross, a Trinidadian who had a relatively positive experience after the war and then explored Jake Jacobs, whose experience was that of discrimination and sadly was experienced by most members of the commonwealth who helped Britain in the war.



This Global Goal was not met as black people were not shown the same recognition as others due to the colour of their skin
– Sam (Y6)

Only a couple of black men got rewarded for their efforts in the war.
– Oliver (Y5)



People risked their lives and they weren't given anything because of their identity
– Joel (Y4)

Because of his identity he was treated unfairly
– Neriah (Y3)



Within their classes, KS1 discussed what "Mutual Respect" means and how this British Value was not seen during this time.