

ST AUGUSTINE'S CATHOLIC PRIMARY AND NURSERY SCHOOL GOLD ACCREDITATION



OUTCOME 1

<https://staugustines.lewisham.sch.uk/news/newsletters/>



Weekly newsletters share with parents and the parish the following weeks article of the week.

Rights Respecting School - Unicef Articles on the Rights of the Child

Article 31 (leisure, play and culture): Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

<https://staugustines.lewisham.sch.uk/about-us/unicef/>

We have a UNICEF RRS dedicated page on our website.

St. Augustine's Catholic Primary School

Dunfield Road, London, SE6 3RD - Tel: 020 8698 6083

Email: admin@staugustines.lewisham.sch.uk - Website: www.staugustines.lewisham.sch.uk

Executive Headteacher: Miss M. Collins

Assistant Headteacher: Mrs L. Scheuermann

Head of School: Mrs D. Duffus

School Business Manager: Mrs J. Santarossa

March 2021

Dear Parents and Carers,

We are becoming a Unicef UK Rights Respecting School!

St. Augustine's Catholic Primary School aims to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential. As part of this plan we are working towards recognition as a 'Rights Respecting School', an award given to schools on behalf of Unicef UK.

Unicef is the world's leading organisation working for children and young people and their rights. In 1989, governments across the world agreed that all children have the same rights by adopting the UN Convention on the Rights of the Child (UNCRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential.

St Augustine pupils will learn about their rights by putting them into practice every day. A Rights Respecting School models rights and respect in all its relationships.

We really hope that you will be able to support our school on our journey towards becoming a Unicef UK Rights Respecting School. It would be great if you could spend a few minutes reading through our questions & answers on the back of this letter, and also find a bit more about the Convention on the Rights of the Child by visiting unicef.org/uk/crc

For further information about Rights Respecting Schools please visit: www.unicef.org/uk/rrsa

Yours sincerely,



RIGHTS
RESPECTING
SCHOOLS

unicef
UNITED KINGDOM

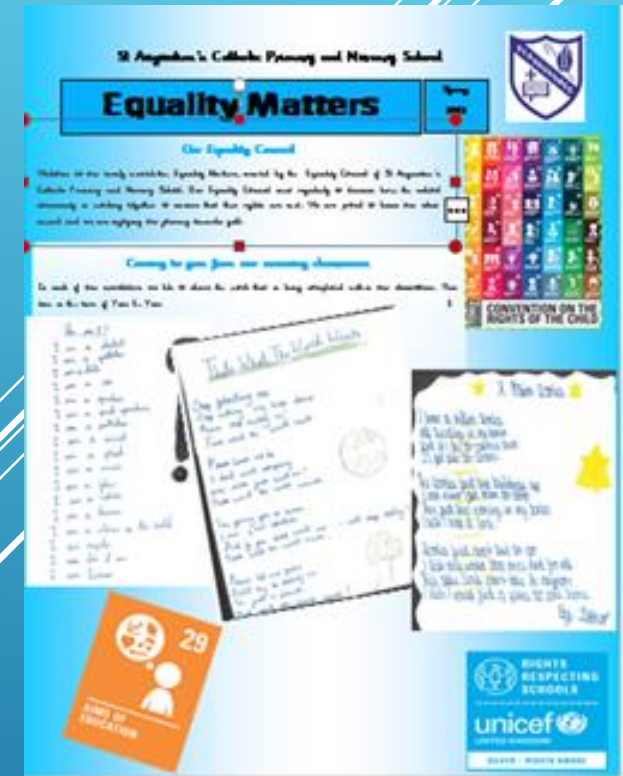
CONTINUED



Every classroom has a dedicated RRS board – we also have displays in the hall



Newsletter produced by the Equality Council and written by the children. Each year group takes a turn at producing the back page.



Children have a dedicated assembly each week – this is followed up in each class. It is split into Key Stages to ensure that it is age appropriate.



OUTCOME 1

ARTICLE 26

My Article is number 26. Article 26 is - The right to education. And I'm here today to explain what article 26 is about.

Young people, with or without a learning disability must now be in education or training until at least the age of 16. In England, they must do one of the following until they stay in full time, e.g. at a college.

UNICEF


UNIVERSAL
NON-DISCRIMINATION
ABUSE? NO EXCUSE
WE HAVE RIGHTS? DON'T WE?

We have the right to be

Every child in the world has the right to do anything to keep them safe. We have talked about this many times, in classrooms and assemblies. We were also challenged to learn the rights which falls on our birthday day. This, which falls on our birthday is a part of our lessons, and school curriculum drives (Equality and Justice) match it. We are often reminded this different times in school and it ensures to keep us safe, be grateful of what we have and to be kind and safe.

16 Protection of Privacy

For me, the protection of privacy is most important because people need privacy in the toilet and dressing up so they won't get exposed to other people. They need privacy to cover their body away from people seeing it.



Every child has a voice within them. Some children just need time to project it.

What importance does children's rights spread to the world?

The healthy development of children is crucial to the future well-being of any society. Because they are still developing, children are especially vulnerable - more so than adults - to poor living conditions such as poverty, inadequate health care, nutrition, safe water, housing and environmental pollution.

UNICEF

Pocket Book OF Children's rights.

This is a book written by UNICEF explaining the rights of children.

How would a child's mental health and social skills be affected when their school, through its curriculum and other activities, does not express all these ideas?

This is my answer to article 26.

VOICE RIGHTS

Children have completed work within classrooms and at home on what it means to have rights.

Our work has been shared in our church with our local community



Posters around the school ensure that the ABCDE of children's rights are embedded



RIGHTS
RESPECTING
SCHOOLS

unicef
UNITED KINGDOM



OUTCOME 2

- School Development Priority
- To educate the children on their rights and responsibilities as participants of the UNICEF Rights Respecting Schools Award and encourage an awareness of and empathy within them on the wider world

Quality of Education

Priority:

- To further embed our federation curriculum through exciting, engaging and challenging teaching, ensuring gaps in learning caused by the pandemic are closed.

What will success look like?

- Children will be excited by their learning and enthusiastic when talking about it
- Learning will be relevant for our pupils taking into consideration their needs and background
- Each curriculum driver will have been explored by children and staff
- Drivers will be threaded through each area of the curriculum
- We will deliver a broad curriculum that is challenging, engaging and supports learning
- Displays in class, lesson visits and books to show an embedded, well sequenced and engaging curriculum taught across all year groups
- School Council, Friendship Ambassadors, Equality Council and Eco Council will give pupil voice
- Subject Action Plans will reflect our learners needs

Behaviour and Attitudes

Priority:

- To educate the children on their rights and responsibilities as participants of the UNICEF Rights Respecting Schools Award and encourage an awareness of and empathy within them on the wider world.

What will success look like?

- Our Catholic values are evident in all we do, we will continue to have a moral compass in line with the Gospel values
- Pupils behaviour is exemplary with consistently high levels of respect for others
- Half termly certificates given to children whose card remains green all half term
- Our school ethos recognises similarities and differences, these are valued and nurtured
- Pupils make a positive contribution to the school life supporting each other and the wider community
- Attendance and punctuality will remain above national average
- Pupils are highly motivated in their learning and hold positive attitudes persevering through challenges
- Pupils feel safe, and are confident that any issues arising will be dealt with promptly and fairly using Restorative Justice framework
- Ready, Respectful and Responsible as key words are used throughout the school as expectations
- Equality council will have been effective in deepening children's understanding of rights and responsibilities
- Staff continue to provide positive role models

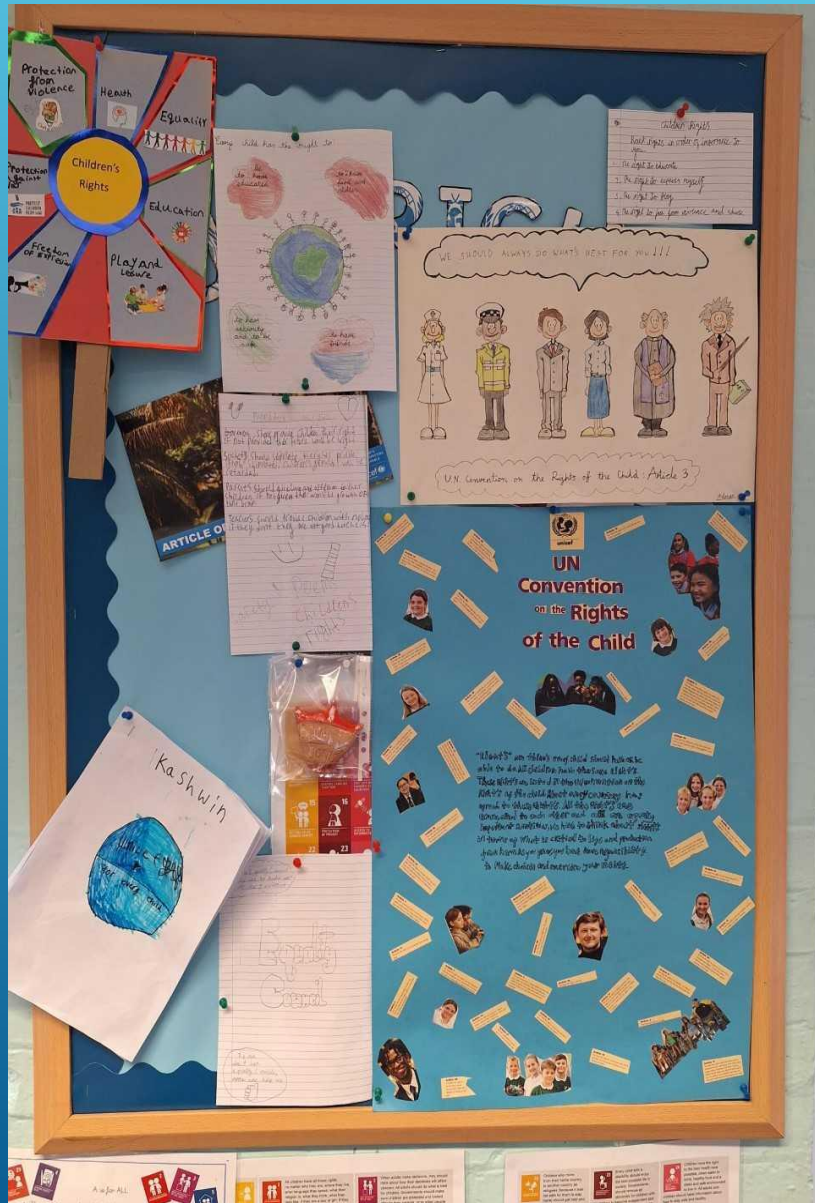
Objectives	Who?	Milestones		
		December 2020	April 2021	July 2021
To develop the understanding of UN rights and responsibilities through the Unicef programme	All staff	Key Stage assemblies based on the articles of the week	Equality Council to have worked across the school as class representatives to raise	To achieve silver in the Rights Respecting Schools Awards



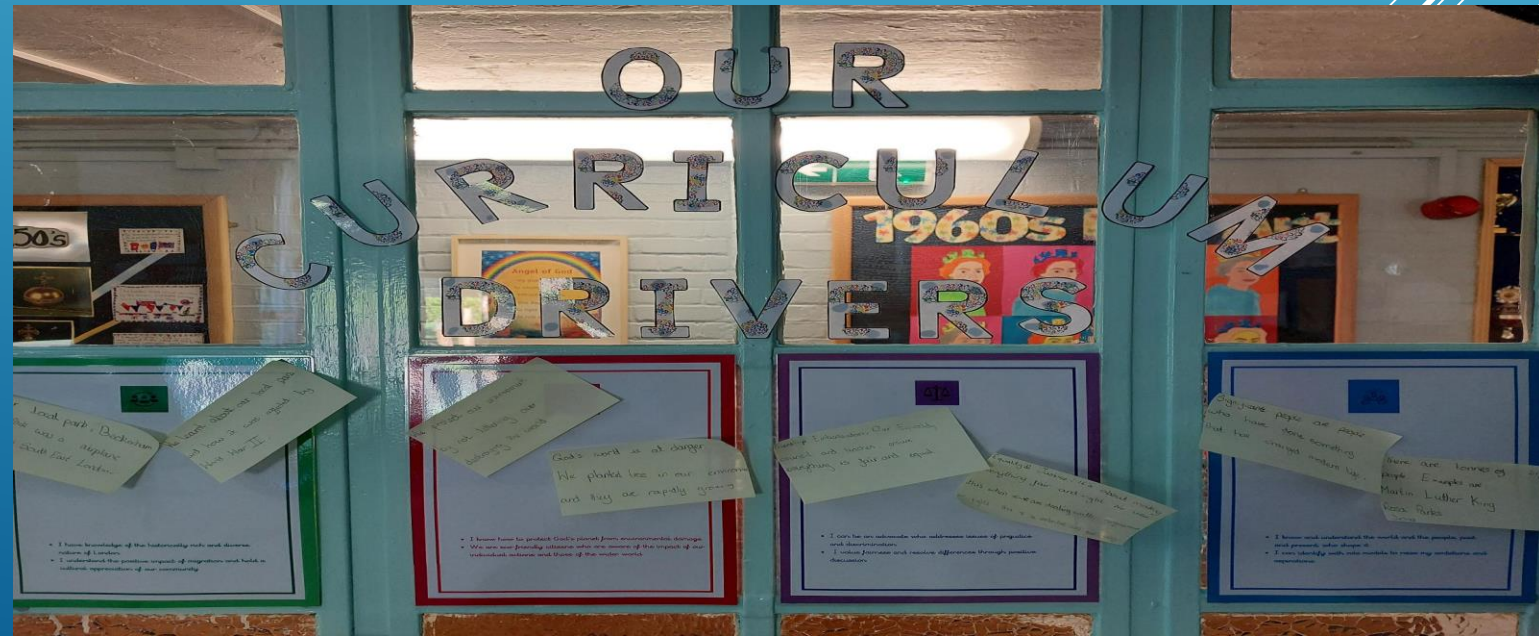
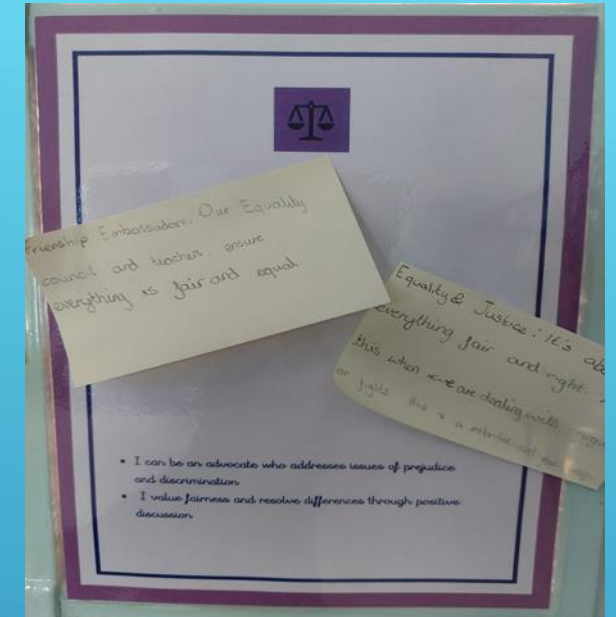
RIGHTS
RESPECTING
SCHOOLS



continued



Examples of work displayed within classrooms to the left. Below you can see how our curriculum drivers are displayed around the school. To the right is Equality and Justice – for each taught area we see which article links.



OUTCOME 2 -



A circle time session – lead by the children. An opportunity to discuss issues pertinent to them



Hall displays are changed regularly to keep the work fresh and new for the children

All office and communal areas display the articles.

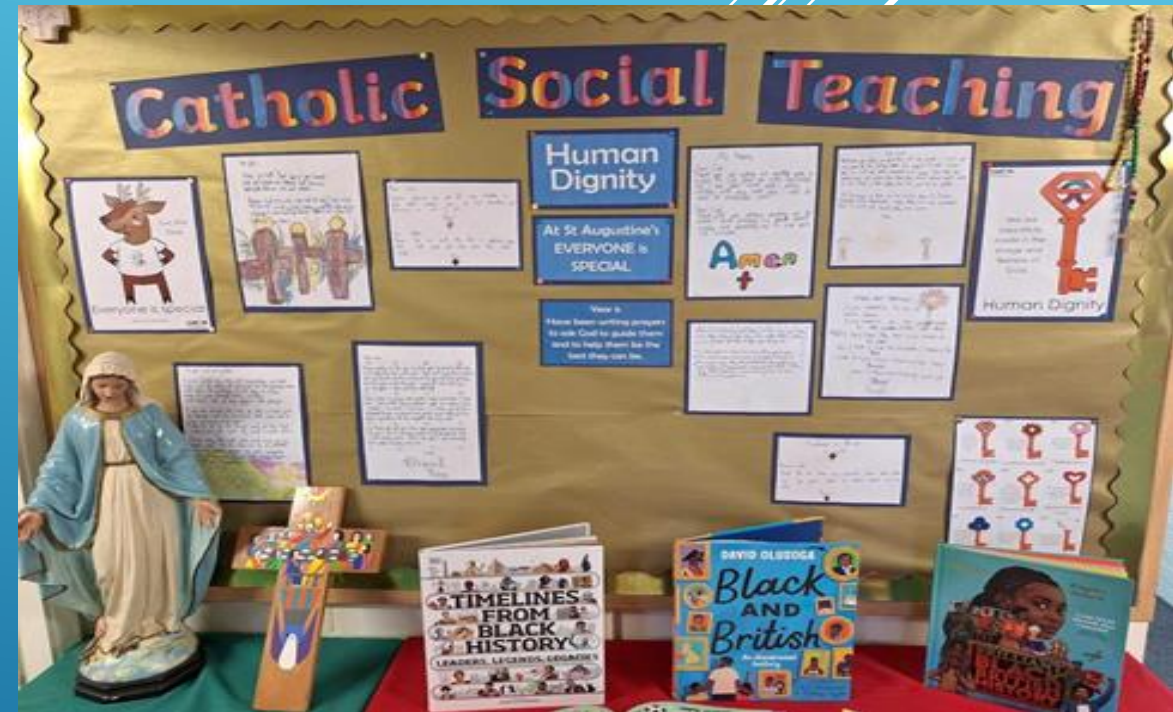


OUTCOME 3

Human Dignity is the theme this term of our Catholic Social Teaching

The screenshot shows the SCARF website interface. At the top, there is a navigation menu with links for 'About Us', 'Our Resources', 'Pricing', 'FAQs', 'My SCARF', 'Ofsted', 'HGIOS', and 'Contact Us'. Below the menu, the main heading is 'Suggested half-termly units' with a sub-heading 'Coram Life Education recommended programme template'. There are four columns of units, each with a 'Choose Year Group' dropdown menu. The first column is 'Me and My Relationships', the second is 'Valuing Difference', the third is 'Keeping Myself Safe', and the fourth is 'Human Dignity'.

Choose Year Group	Me and My Relationships	Valuing Difference	Keeping Myself Safe
Nursery	Working together	OK to be different	Think before you click!
Reception	Let's negotiate	We have more in common than not	Traffic lights
Y1	Solve the friendship problem	Respecting differences	To share or not to share?
Y2	Assertiveness skills (formerly Behave yourself - 2)	Tolerance and respect for others	Rat Park
Y3	Behave yourself	Advertising friendships!	What sort of drug is...?
Y4	Dan's day	Boys will be boys? - challenging gender stereotypes	Drugs: it's the law!
Y5	Don't force me		Alcohol: what is normal?
Y6	Acting appropriately		Joe's story (part 1)
NA	It's a puzzle		Joe's story (part 2)
Y7			



- To educate the children on their rights and responsibilities as participants of the UNICEF Rights Respecting Schools Award and encourage an awareness of and empathy within them of the wider world



not to have more but to be more
saint oscar romero

Romero knew that priests and nuns were not...
because they:
- showed sympathy for the poor and helped the people who need help.
- Praying in a church for the poor and help put the poor out of corrugated sheeting and put them in houses.

Death
Oscar Romero died at 18:26/6:26 during mass on the 2...

Examples of work from The Way, The Truth, The Life – one of our RE schemes of work

One of the units from Ten:Ten . The unable children to discuss how to build positive relationships

Unit Prayers:
Morning, Afternoon & Night Prayers

Assessment Activity:
This Is Me

Story Sessions:
Let the Children Come

Unit Prayers
Help Me As I Grow

Assessment Activity:
This Is Me

Session 1:
I Am Unique (Me)

Session 2:
Girls & Boys

Session 3:
Clean & Healthy

Unit Prayers
Thank you for our Feelings

Assessment Activity:
Feelings

Session 1:
Feelings, Likes, Dislikes

Session 2:
Feelings Inside Out

Session 3:
Super Susie Gets Angry

Unit Prayers
Body Prayers

Assessment Activity:
Lifelines

Session 1:
The Cycle of Life

Bereavement Resource:
A Time for Everything

Added December 2021

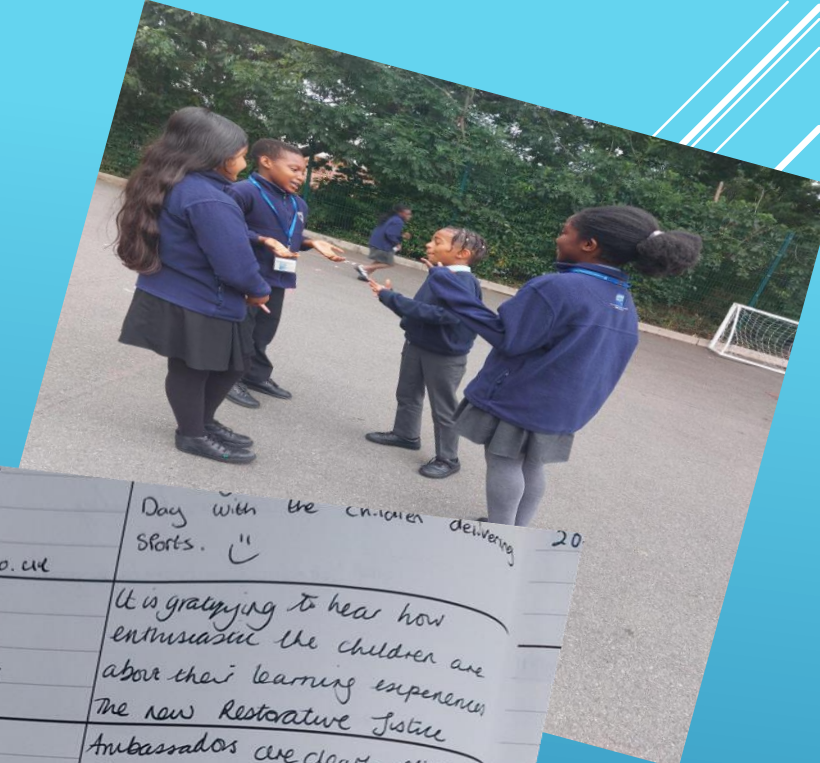
OUTCOME 3



the importance of both their physical and emotional health

Trained a fabulous group of Year 4 and 5s today - polite, respectful, enthusiastic. I don't always see such well-trained children, so it was such a pleasure to have the opportunity.

Thank you



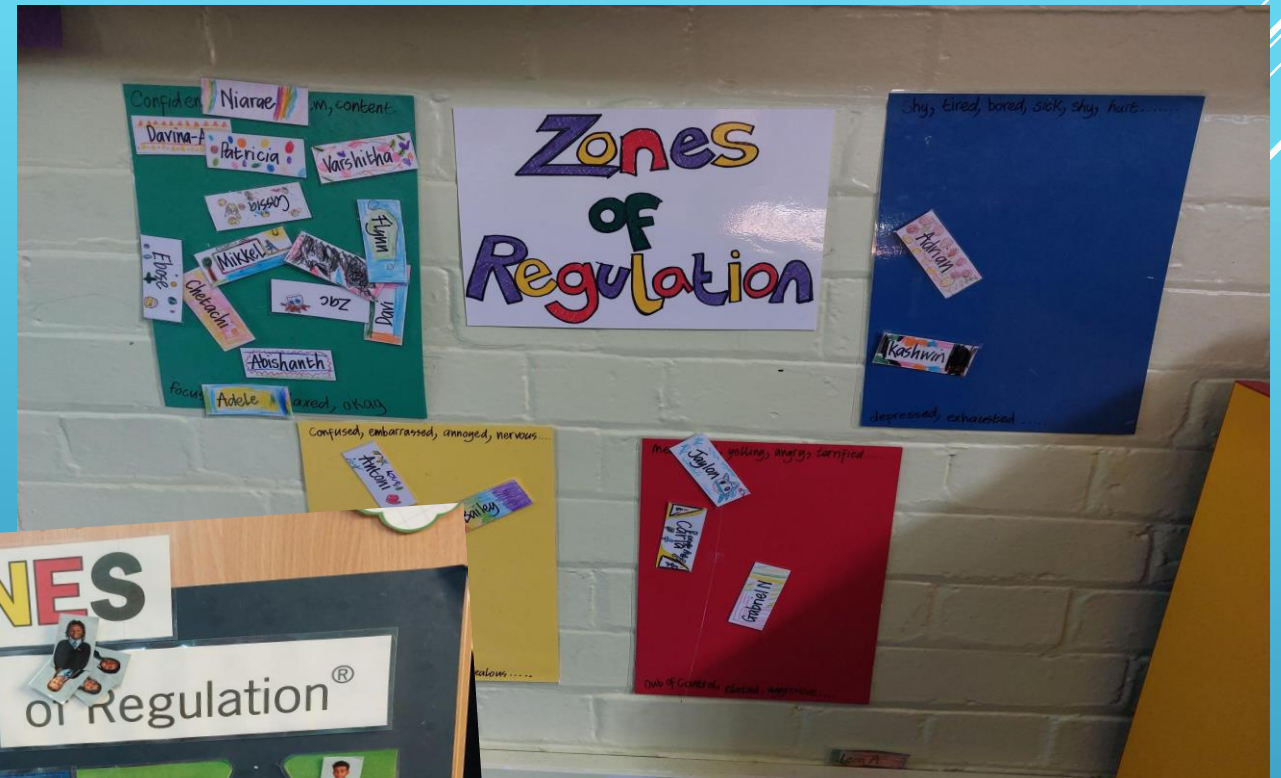
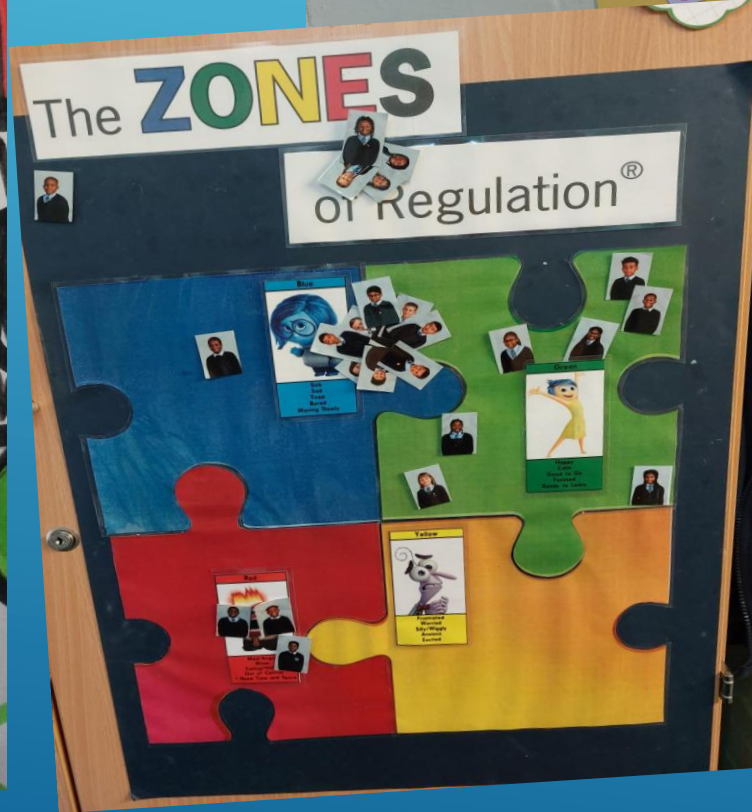
Day with the children delivering Sports. ☺

It is gratifying to hear how enthusiastic the children are about their learning experiences. The new Restorative Justice Ambassadors are clearly relishing this role. Some other children speak enthusiastically about their various leadership roles in the school. The physical environment both inside and out is bright, vibrant and safe. Thank you to the fabulous hard-working and committed staff team.

Our Friendship Ambassadors are a fabulous asset to the school. Play and lunchtimes are much calmer because of their support. As role models they encourage children to use RRS language. Visitors to the school have commented on how impressed they have been with them.

OUTCOME 4

Our school is highly protected and has reliable security, while still giving students privacy. CCTV cameras are installed everywhere (apart from the bathrooms and some selected rooms), so if any threat is detected, it can be extinguished/repelled.



OUTCOME 4

Safe or unsafe?

Safe

Andu et balyg baqly iconx

Dina dar wie A dman

Safe

Safe

1. A friend asks you to go and play down at the park just before tea time.
2. You notice a car hubcap has fallen off into the middle of the road and your friend suggests you pick it up before it causes an accident.
3. You are about to go on a bike ride with a friend when you notice that your brakes aren't working properly. Your friend says there isn't time to fix them.
4. A friend asks you to go and play down at the park just before tea time.
5. Your friend has forgotten their lunch and asks you to give them some of yours so that they don't get into trouble.
6. Someone in your family is supposed to pick you up from school but they don't turn up. Your friend says they will walk home with you instead.

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Can you identify situations that are unsafe?

Helping each other to stay safe. Who helps us?

Why do they help us?

Lollipop Lady



crossing the road



in hospital



at the pool



at home

What do they do?

Activity sheet
The Risk Robot

What is the situation?
Drinking from a unlabelled bottle
Play on a railway line.

The Risk Robot

What is the risk level?
High
Medium
Low

How can I make the situation safer?
By drinking from a labelled bottle
By staying on the path and not crossing the railway line.

because if you play with a ball it might get off the path and you might get hurt.

SCARF

Activity sheet
The Risk Robot

What is the situation?
A ball near a bin
Drinking from an unlabelled bottle.

The Risk Robot

What is the risk level?
High
Medium
Low

How can I make the situation safer?
By putting the ball in the bin
By drinking from a labelled bottle.

because if you throw a ball it might hit someone and they could get hurt.

SCARF

Activity sheet
The Risk Robot

What is the situation?
Drinking from a unlabelled bottle

The Risk Robot

What is the risk level?
High
Medium
Low

How can I make the situation safer?
By getting back to the bin and putting it in.

because if you don't have it in the bin and throw it, it could hurt someone.

SCARF

OUTCOME 5

Knowledge organisers enable children to consider the language of positive relationships.



Ember our beautiful therapy dog

Vocabulary

assertiveness	confident and forceful behaviour.
passive-aggressive behaviour	Passive-aggressive behaviour is a pattern of indirectly expressing negative feelings instead of openly addressing them.
disagreement	when two people may not agree on everything but they don't get upset over little things but are willing to work things out because they care for the other.
risk-taking	willing to take risky action in the hope of a desired result.
resilience	Increasing a chance to develop a negative behaviour/ attitude
well-being	feelings or conditions we need to feel happy, fulfilled, or at peace.
cyberbullying	the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
misinterpretation	the action of interpreting something wrongly.
online relationships	between people who have met online, and in many cases know each other only via the Internet.
face-to-face relationships	the mutual influence of individuals' direct physical presence with his/her body language.
puberty	The time when your body begins to develop and change as you move from kid to adult.

Me and My relationships

8 Qualities of a Healthy Relationship

- Boundaries
- Trust
- Communication
- Respect
- Self Love
- Commitment
- Empathy
- Shared Values

Did you know?

Studies show that children do best when they have at least three loving and supportive adult influences in their lives.

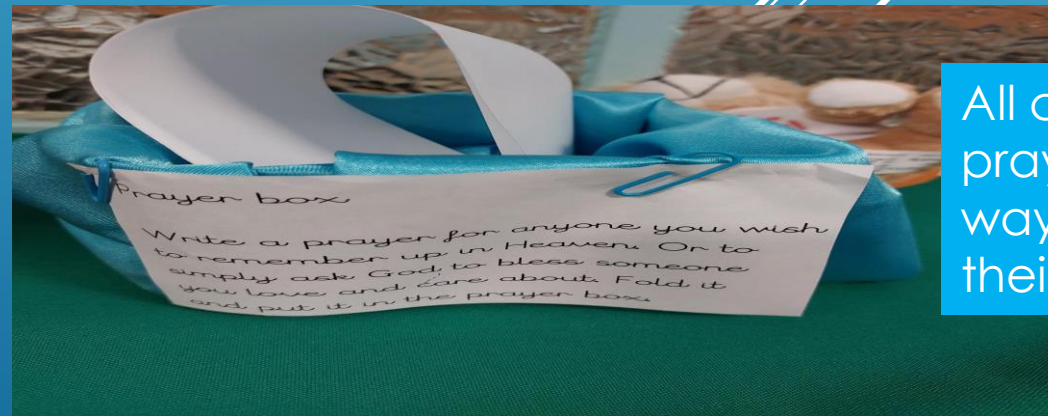
Children who spend more than three hours of screen-time have a higher chance of relationship problems by the time they are 7 than children who do not.

Effects of Cyberbullying

- Isolation
- Depression
- Anger
- Stress
- Humiliation
- Embarrassment

Give Thanks

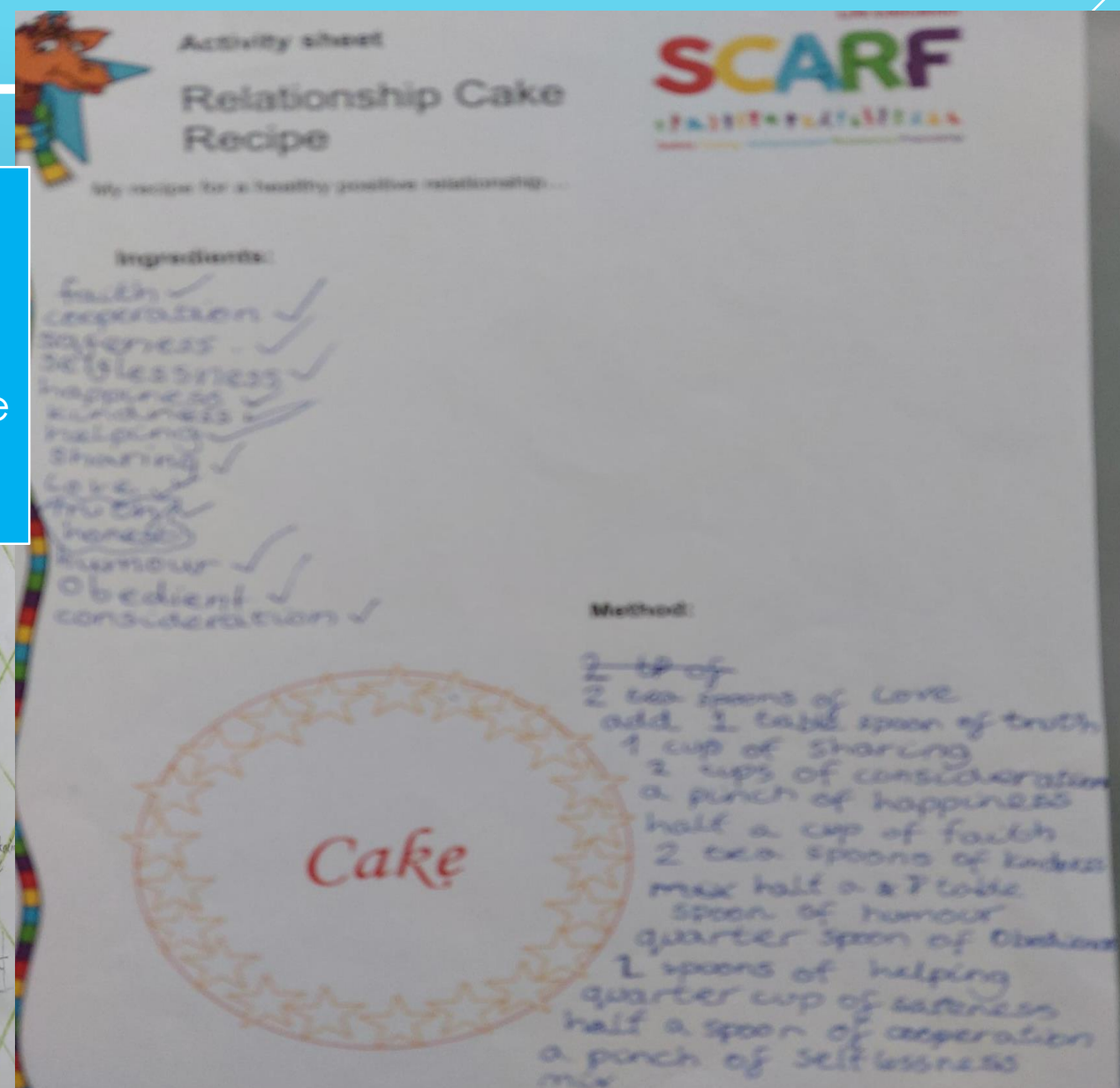
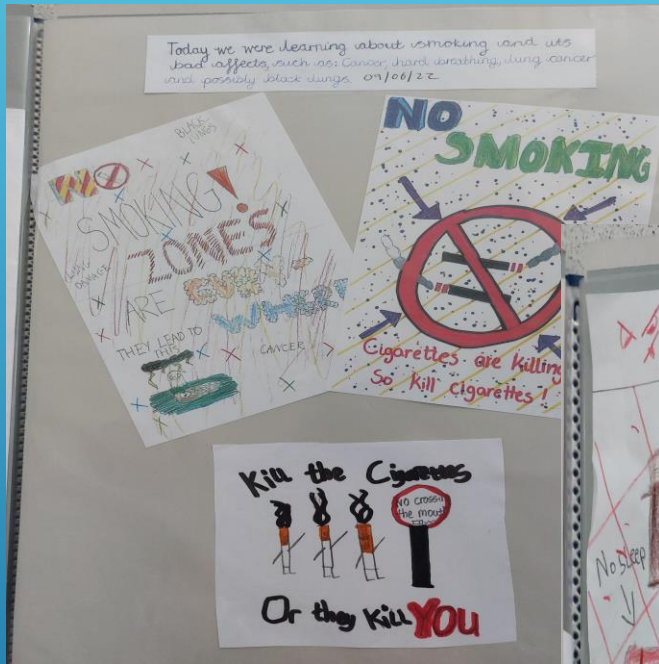
For I am fearfully and wonderfully made.



All children use prayer boxes as a way of supporting their spiritual needs

OUTCOME 5 - CONT

Work on how to stay healthy. Children are able to talk about the importance of this and how not everyone has the same experiences



OUTCOME 1 – OUTCOME 6

<https://staugustines.lewisham.sch.uk/our-children/>

Our Children

Our precious children fill the School with fun, laughter and life! We are blessed to have children and their families from our wonderfully diverse community creating our School family. Together we strive to achieve the best we can always remembering the words of St. Oscar Romero

"Aspire not to have more but to be more"

HEAD BOY AND HEAD GIRL

SCHOOL COUNCIL

EQUALITY COUNCIL



23.02.22

- Article 14 (Civics) Experiment
- Planting trees in PS2 park
- Adults planting trees
- How do you or like to travel to school
- Each class needs to complete a survey
- Workshop in March
- Education on air pollution
- Math
- Year 4, 5, 6 Idling workshop
- End of workshop to send out make posters for air pollution
- Going out around 2.30 to talk to parents about pollution
- Water fountain to work
- Plastic cup limit
- Slagen for WW1
- Mrs Duffus to make and make water painting for

ECO-COUNCIL

Meet the Eco Council

We go to meetings, participate in discussions, take the views of our classmates and feed back to them. We also work closely together with the Equality and School Council.

We care about the environment so we promise to:

- Recycle paper and food waste
- Reduce the amount of plastic we use
- Walk or cycle to school when we can
- Turn off lights and shut windows in empty rooms
- Save water by turning off taps
- Put all litter in the bin and help others to do so
- Look after and use our green and wildlife areas
- Keep our community and school clean and tidy

What is Anaerobic Digestion?

Anaerobic digestion is the process by which organic matter such as animal or food waste is broken down to produce biogas and fertilizer. This process happens in the absence of oxygen in a sealed oxygen-free tank called an anaerobic digester.

What happens to our food waste?

A whole process of what happens to our food waste once it is collected and recycled is called Anaerobic Digestion. Essentially our food is being turned into electricity and a fertilizer.

The Biogas Process

12 RESPECT FOR CHILDREN'S VIEWS

15

13 CHANGING THROUGH A STORY

Our Eco Council are a valuable addition to our rights journey

Our Equality Councillors

OUTCOME 6 - CONTINUED

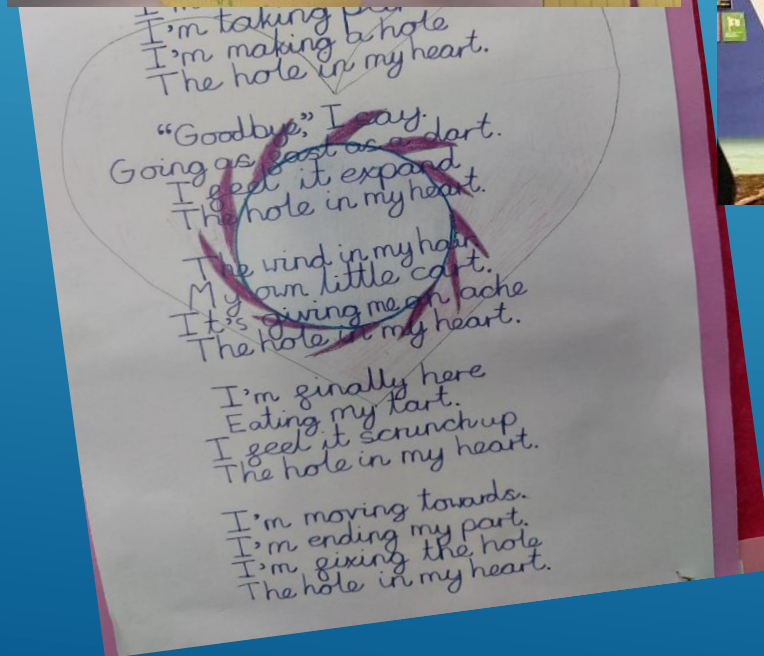
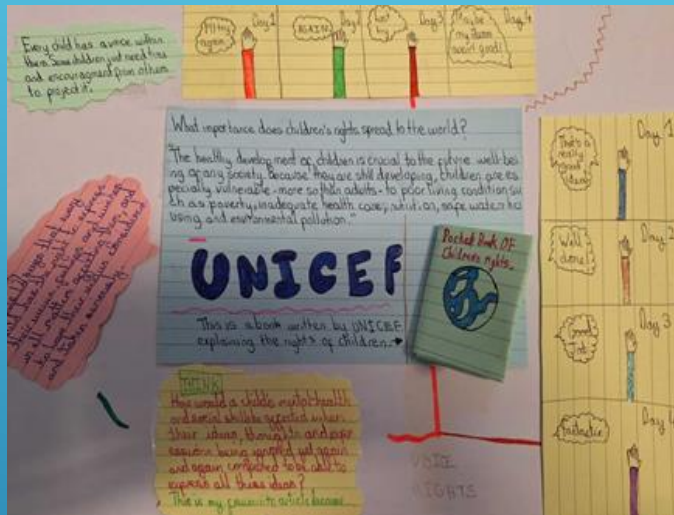
International Week Celebration



RIGHTS
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OUTCOME 7

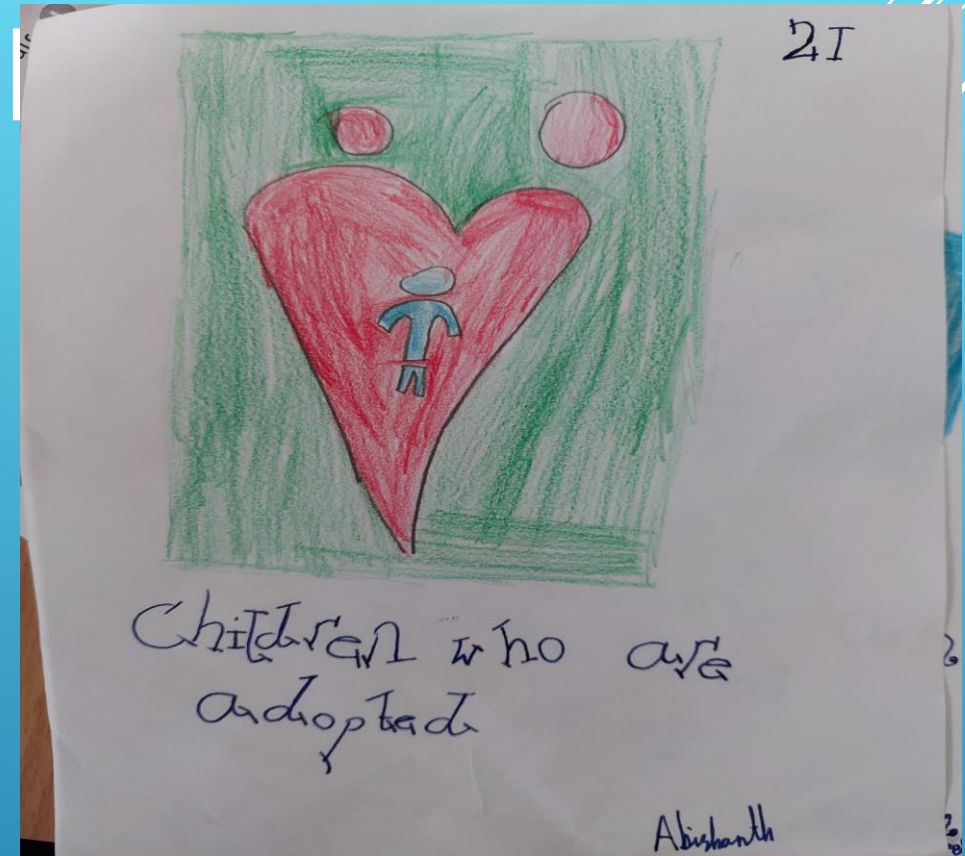


Work incorporated into the curriculum and relevant articles are displayed on display boards to ensure that it stays relevant and at the forefront of children's minds

continued

Year 6 Red = March 21 Black=June 22	Agree	Disagree	Comments
I learn about my rights at school	27 5	0 23	Separately and within our lessons
2. I enjoy being at school	26 24	1 4	
3. I feel safe in school	27 26	0 2	
4. I like the way adults treat me	21 22	6 6	New staff weren't aware how people listen to us
5. Other pupils in my class are kind and helpful	27 25	0 3	
6. If I felt unsafe I could tell an adult at school	27 20	0 8	
7. My teacher listens to me	27 26	0 2	We also have our box
8. My school listens to my ideas for how to do things better	27 15	0 13	Loads of times e.g. when we wanted a climbing frame; needed the water fountain changed
9. I know what to do to make progress in my class	27 22	0 6	Individual conferencing with us is better than you just writing in the books
10. I like the way I am	27 26	0 2	
11. I can do things to help others in my community	27 15	0 13	Trees to improve the air quality
12. I can do things to help others around the world	26 12	1 16	

OUTCOME 7 - CONTINUING



Our birthday articles
By Year 3

OUTCOME 7 - CONTINUED

Parents comments from termly surveys show the impact that our RRS work is having on children's confidence across the school.

HEAD BOY AND HEAD GIRL

SCHOOL COUNCIL

EQUALITY COUNCIL

ECO COUNCIL

CHILDREN'S VIEWS

PARENTS' VIEWS

VISITOR'S COMMENTS

Parents' Views

"Our child has really grown in confidence and loves coming to Nursery"

Parent of a child in Nursery

"My son has settled well into Reception Class. He is enjoying every aspect of his learning, he is very enthusiastic to learn. I am impressed with the reading skills he has gained."

Parent of a child in Reception Class

"All of the staff are very supportive, lovely, approachable and kind. My son loves going to School"

Parent of a child in Year 1

"I feel secure that my child is in a fantastic environment to thrive"

Parent of a child in Year 2

"The community that is growing around the School is great and makes us feel part of a family"

Parent of a child in Year 3

"A great community spirit is evident at St Augustine's"

Parent of a child in Year 4

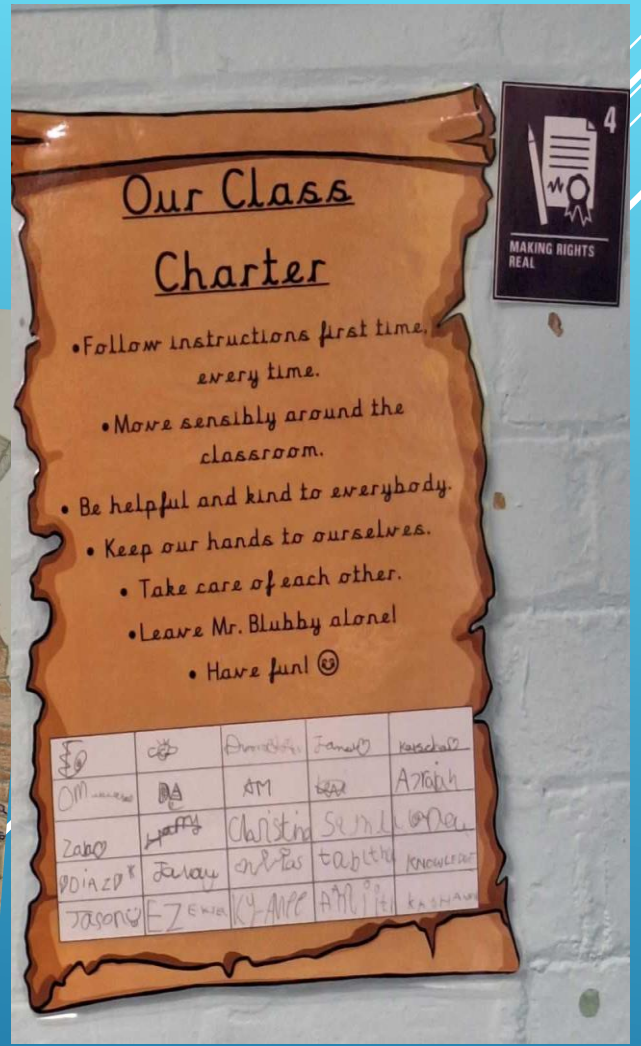
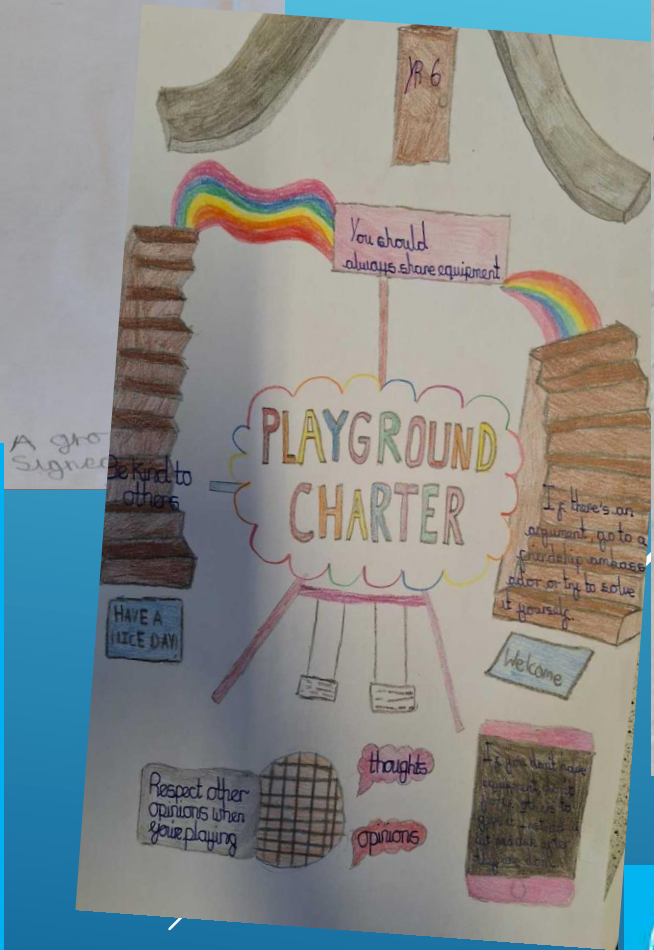
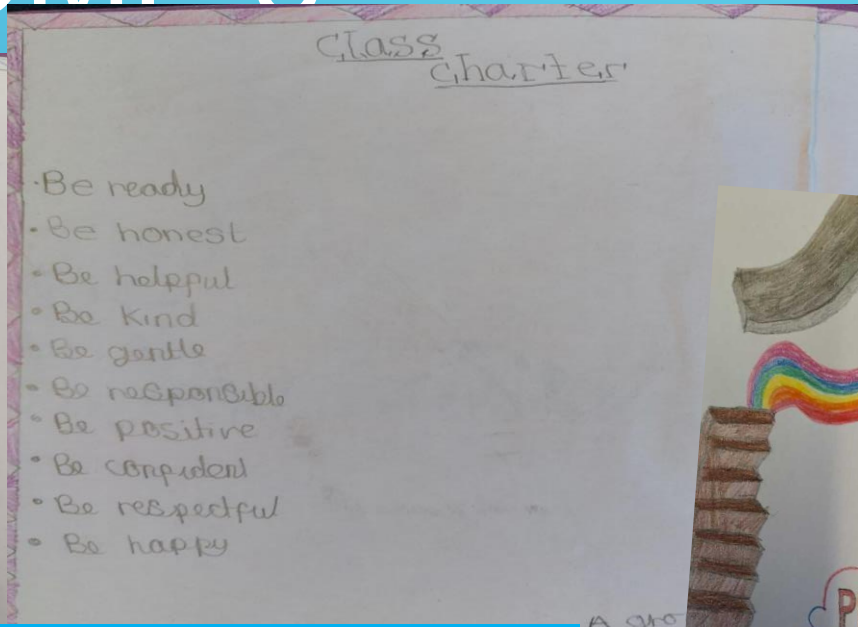
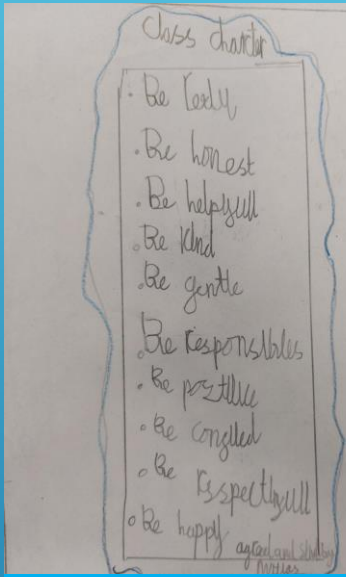
"I am very impressed with my child's growth so far, he is always ready to take on the next challenge"

Parent of a child in Year 5

"The individual approach to each pupil helps them to make faster progress"

Parent of a child in Year 6

OUTCOME 8



Class Charters that give children ownership on behaviours that they find acceptable. We have linked it directly to the Article that they believe it belongs to. The children also drew up Playground Charters and all have the opportunity to develop the to ensure a positive play experience for all.

OUTCOME 8 - CONTINUED



One of the areas that the children have successfully campaigned for was for better play facilities. They have also successfully had the water fountains repaired



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OUTCOME 9



Our beautiful banner created by the children and displayed on our school fence

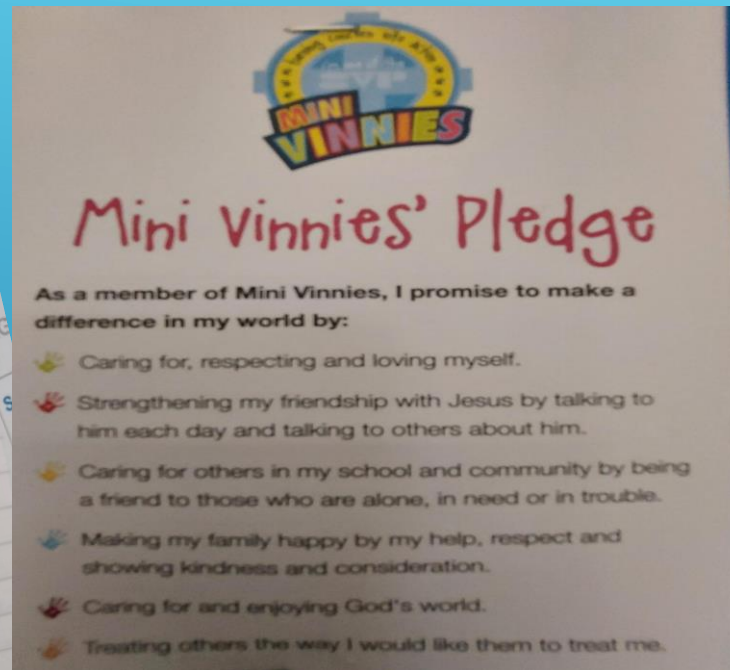


RIGHTS RESPECTING SCHOOLS

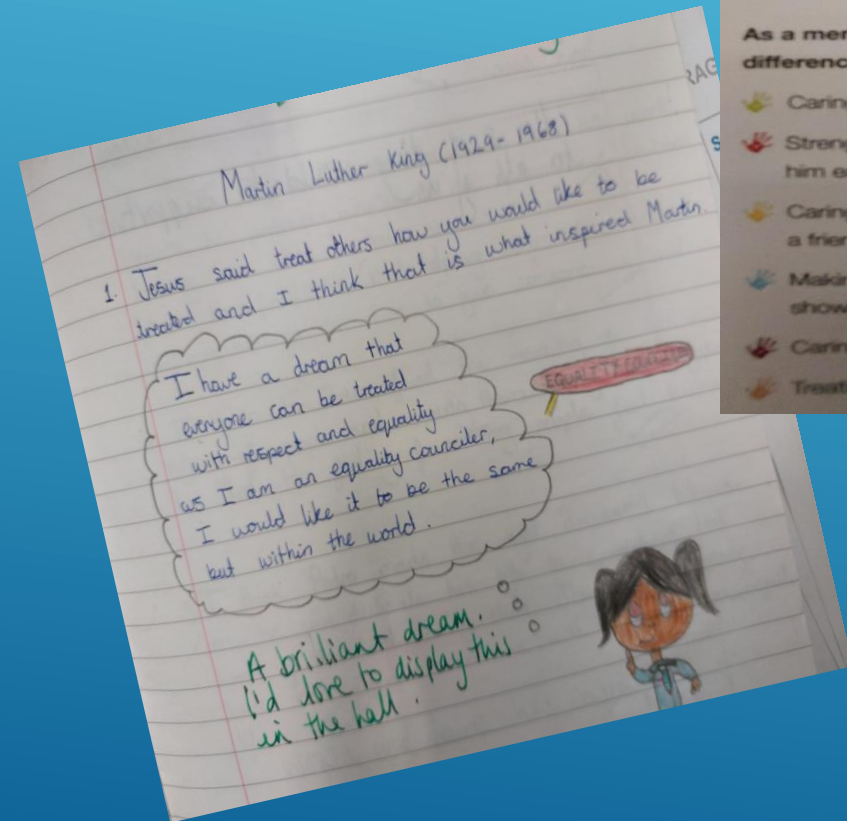


OUTCOME 9 - CONTINU

Every child has rights in order to keep them safe, we know this but why are we talking about it? This is because in some parts in this world children have to go to work and some times inhale dangerous gases just to send for their family. A adults need to remember our rights



Ellie Reeves our local MP. On a visit to the school she discussed local issues that affect children and how they could make a difference.





Harvest Festival

On Thursday we came together for collective worship for Harvest Festival. The children sang beautifully and read and offered prayers for this special occasion. Gloria from St. Augustine's church joined us, she spoke to the children with passion and inspired us all with her wise words. Special thanks to her for spending this time with us and to Mrs Ley who prepared the children. Thank you for all your generous donations and the parents who were able to join us. The items collected will be donated to our school foodbank. Please feel free to utilise these items if you need to.

Samaritan's Purse

As part of our charitable work we will be supporting 'Operation Christmas Child', the aim is to spread our love to children around the world by sending Christmas gifts to those who are not as fortunate as ourselves.

This will help our children to fulfil part of their Christian role of giving to others, as well as part of Year 5's Mini-Vinnie's pledge and continuing our work towards our Gold Rights Respecting School Award.

Year 5 will be creating gift shoe boxes that will then be distributed by Samaritan's Purse around the world, so we are kindly asking for small gifts to be brought in to school by the end of next week so we can make up the shoe boxes and take them to our nearest drop-off church.

Suggested items are:

- **Toys:** a football and pump, cuddly toys, dolls, toy cars, small musical instruments, yo-yos, skipping ropes, balls, small puzzles etc.
- **School Supplies:** pens, pencils & sharpeners, crayons or felt pens, stamps & ink pad sets, writing pads or notebooks, solar calculators, colouring & picture books etc.
- **Hygiene Products:** toothbrush, bars of wrapped soap, comb or hairbrush, flannel etc.
- **Other Items:** hat, gloves, scarf, sunglasses, cap, socks, T-shirt, flip-flops, hair accessories, jewellery set, watch, wind-up torch

It has been another busy and eventful week at St Augustine's. This week the children have been getting ready for Remembrance Sunday, they have made their own poppies and class wreaths and held a respectful two-minute silence today to remember those who had given their lives. I am sure many families will partake in Remembrance Sunday, when the King leads the nation remembering the sacrifice of all those that have defended our freedom and protected our way of life. In collaboration with Bonus Pastor Catholic College and other local primary schools Year 6 attended a Remembrance Day Service at the Downham War Memorial today and paid their respect to the Armed Forces and their families, from Britain and the Commonwealth, the emergency services and those who have lost their lives as a result of conflict.



Examples of our work within school, locally and globally



RIGHTS
RESPECTING
SCHOOLS



Houses of Parliament

Our School Council and a few members of the Equality Council visited the Houses of Parliament this week. They enjoyed a tour of the Houses of Parliament, viewing the House of Commons, the House of Lords and the Robing Chamber. The tour guide, Owen, educated us with historical information and interesting facts. Did you know that Michael Jackson asked if he could buy the Queen's golden throne for four million dollars? His offer was rejected!

The children then participated in a laws and debating workshop. The topic was whether school uniform should be banned and at the end of the debate the majority voted for school uniform to remain. The children have other ideas and suggestions that they would like to raise with Mrs Duffus - watch this space for future debates!

Finally, after lunch they enjoyed the Autumn sunshine and walked along the river enjoying the sights and landmarks of London and had a refreshing ice lolly before returning to school.



A TRIP TO PARLIAMENT
ENABLED CHILDREN TO
IMPROVE THEIR DEBATING
SKILLS AND TIME TO BE ABLE TO
TAKE NEW CAMPAIGNS BACK
TO SCHOOL



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