



# PRESENTER NOTES TO INTRODUCE RRSA TO SCHOOLS IN YOUR LOCAL AREA

## ABOUT THIS RESOURCE

As a Gold Rights Respecting School lead or headteacher, this resource is designed to help you take on an ambassadorial role by introducing the RRSA to schools in your area and get more schools on board.

You could use it at a local school cluster meeting, during a headteacher meeting, or even approach schools directly to introduce them to the RRSA.

The resource is aimed at adults and has been designed so that you can edit and adapt it according to your school context and experiences. You can also add any extra information that you think is important for schools in your area to know.

If you are successful in encouraging schools to become involved with RRSA you could use this opportunity to discuss the idea of creating a Rights Respecting network within your area, and how you can work together as a group.

For example, your next network meeting might involve a session on how new schools can start their Rights Respecting journey and embed a sustainable approach, or come together to host a child rights conference to share ideas and good practice.

The aim of the presentation is for participants to:

- Understand what the Rights Respecting Schools Award (RRSA) is about and how it could work for their school

## PREPARATION

In advance of the session we recommend you:

- Read through the presentation and add your local area and own information to the slides. Please see slides 1 and 8.
- Print some summaries of the Convention from our website for free [here](#).
- Print the [RRSA Strands and Outcomes for Silver and Gold](#) for each participant.
- Read the Additional Information section after the presentation notes to identify whether you might want to display or share any of the information.

## NOTES FOR THE SLIDES

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**Slide 1**      **Opening slide**

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**Slide 2**      **Outline the aims for today**

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**Slide 3**      **The Rights Respecting Schools Award**

Explain that Unicef UK currently works in about 5000 schools across the UK.

Refer participants to the copies of the Convention if they have little knowledge about children's rights.

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**Slide 4**      **The three RRSA Strands**

Direct participants to look at the [Strands and Outcomes](#) document, explaining how the outcomes link to the strands below.

Child rights education is defined as learning **about** rights (Strand A), learning **through** rights (Strand B), and learning **for** rights (Strand C) within an overall context of education as a right.

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**Slide 5**      **The RRSA journey**

This slide helps participants to clearly visualise the RRSA journey. It is important to emphasise that the timescales are just a guide, the RRSA team understand schools face a variety of challenges that can create delays. Therefore, we encourage schools to keep in touch with their regional Professional Adviser.

Let schools going for Bronze know that they do not need to have rights knowledge or initiatives implemented to achieve Bronze. When they apply for Bronze, they will self-evaluate to recognise the areas that they need to develop to achieve Silver and describe how they plan to achieve these outcomes within reasonable timescales.

Silver and Gold accreditations are valid for three years. Towards the end of the three-year period, we ask schools to get in touch with their regional Professional Adviser to look at the next stage of the Award or to be reaccredited at Gold.

If you have any schools in the group that are already Rights Respecting, you could ask them to reflect on their journey so far and what challenges they have experienced.

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**Slide 6**      **The impact of the RRSA on children and young people**

This slide outlines the impact of the Award. Our evidence is based on several strands including:

- What school leaders, staff and children tell us during accreditation visits
  - From the school's impact evaluations
  - Many thousands of children and staff questionnaires
  - From education inspection reports
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For more information, our annual impact reports can be found [here](#) and are worth sharing with staff.

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**Slide 7**      **How RRSA has benefitted schools**

Although the word 'Award' is in the title we do not talk about DOING the RRSA – instead, it is about BECOMING and BEING a rights-based community.

The journey should challenge and enhance what we do as a school. Much of our best practice is already consistent with a rights respecting approach but we do not connect it to the Convention or use the language of rights and respect to underpin what we are doing.

RRSA prepares our pupils for their place in an ever-changing world – both now and as adults – and this is at the heart of what we do as educators. Positive inspection reports are not why schools embark on this journey.

It's helpful to convey that RRS in fact links to all other school 'Awards' BUT it is equally about narrowing the attainment gap, teaching and learning, restorative practice, better relationships and engagement, improved pupil participation.

The many things that good schools are trying to achieve are, in fact, underpinned by the Convention. The RRSA makes this explicit.

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**Slide 8**      **How this has benefitted our school**

This is an opportunity for you to share the positive impact that the RRSA has had on your school community.

Slides 6 and 7 provide examples of UK-wide impact. What has been the impact in your school?

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**Slide 9**      **Headteacher quote**

You may have made suggestions of your own and covered this in Slide 9.

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**Slide 10**      **Next steps**

This slide offers an overview of next steps for schools to get started with the RRSA. Make it clear that achieving Bronze is simply about self-evaluating themselves to recognise the areas that they need to develop to achieve Silver and describe how they plan to achieve these outcomes within reasonable timescales.

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**Slide 11**      Thank you and do you have any questions?

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## ADDITIONAL INFORMATION

### Useful activities and resources to get everyone started with RRSA

These resources have been mentioned throughout the presentation. They are included here for a quick reference. If you have time, you may want to show some of them to the group in more detail or share them in an email.

- [Myths and Misconceptions](#)
- [Events linked to rights](#)
- [Primary School assembly pack](#)
- [Secondary school assembly pack](#)
- [Articles in Action](#)
- [Charter Guidance](#)
- [Kahoot – games](#)
- [Impact Report 2018](#)
- [Teaching & Learning Toolbox](#)
- [Worlds Largest Lesson](#)

### RRSA film

This [two minute film](#) gives you a good introduction to the RRSA across the four jurisdictions. If you struggle with the video in the slide, you can find it on YouTube [here](#).

We also have a ten-minute version, which offers more examples of a whole school approach to embedding children's rights through the RRSA. If you want to signpost your participants to it, you can find it [here](#).

### RRSA training and support

Let participants know about the RRSA [training and support](#) that is available to them. We offer:

- Face to face, full day training courses for each stage of the Award across the UK with your regional Unicef UK RRSA Professional Adviser.
- Bespoke training and support, which your Professional Adviser can deliver to all staff at your school or for a group or network of schools in one area as a CPD event or INSET.
- Online training courses:
  - Starting RRSA Online
  - Strengthening the RRSA Online

### Presenter notes