



crisis. They discussed whether this right was being provided for those affected by the Ebola disease abroad and looked at the work organisations are doing around the world to ensure this right is respected. They also created their own class banners centred on one of the human rights in the UN Convention on the Rights of the Child.

Threading the theme of human rights through their literacy lessons and topic work led to a number of learning outcomes. The children developed their enquiry skills as they read familiar texts with a renewed focus; this in turn led to the development of their critical thinking and enabled them to approach texts from a new perspective.

Starting with stories set in familiar contexts also empowered the children's understanding of children's rights, which they could then apply to other parts of the world. For example, reading about how the main character in *Matilda* was denied her right to education in the UK helped them to understand how this right is denied to children in many other parts of the world. It also enabled them to realise that children's rights can be violated anywhere in the world, not just in developing countries, thus challenging stereotypes and supporting enquiry and critical thinking about development and development issues.

Exploring human rights through these books and through topic work culminated in the children taking part in a whole-school children's rights march – an event that drew in members from beyond the school. One of the Year 6 teachers is now part of the team working on achieving the **Rights Respecting Schools Award**.<sup>2</sup>

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<sup>2</sup> <http://www.unicef.org.uk/rrsa>