

*Information  
for teachers  
and  
governors*



*Comisiynydd  
Plant Cymru  
Children's  
Commissioner  
for Wales*

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## Super Ambassadors

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This term's Special Mission is linked to Welsh Government's statutory guidance and [framework on embedding a whole-school approach to emotional and mental well-being](#).

We know lots of schools are beginning to implement this work and this mission supports you to evaluate your current approach and involve pupils in embedding the framework in your school.

The mission also gives your school a chance to put all five principles of a children's rights approach - outlined in [The Right Way: A Children's Rights Approach to Education in Wales](#) - into practice.

We would welcome you arranging a meeting between your Ambassadors and senior leaders in your school as part of the mission. Who this is will vary from school to school but for example, it could be your entire SLT, your head teacher, your lead governor on well-being or/and your school's whole governing body. During this meeting your Ambassadors and senior leaders could agree some priorities to include in the School Development Plan.

### UNCRC Articles

- Article 3 - Adults should always do what is best for you.
- Article 6 - You have the right to life, to grow up and reach your full potential
- Article 12 - You have the right to be listened to and taken seriously.
- Article 19 - You have the right to be protected from being hurt or badly treated.
- Article 24 - You have the right to clean water, healthy food, a clean environment and good healthcare.
- Article 27 - You have the right to a proper house, food and clothing. Governments must help families who cannot afford to provide this.

- *Article 29 - You have the right to be the best you can be. Education must help you develop your skills and talents to the full.*

### *Curriculum links*

- *The Four Purposes of the new curriculum*
- *Health and Wellbeing AoLE Descriptions of Learning*
- *[Cross-cutting themes for designing your curriculum: Human rights education and the UNCRC](#)*
- *[Implementation and practical considerations when designing your curriculum: Learner involvement](#)*

## *Student Ambassadors*

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*This term's Rights Activity is linked to Welsh Government's statutory guidance and [framework on embedding a whole-school approach to emotional and mental well-being](#).*

*We know lots of schools are beginning to implement this work and this activity supports you to evaluate your current approach and involve pupils in embedding the framework in your school.*

*The activity also gives your school a chance to put all five principles of a children's rights approach - outlined in [The Right Way: A Children's Rights Approach to Education in Wales](#) - into practice.*

*We would welcome you arranging a meeting between your Ambassadors and senior leaders in your school as part of the activity. Who this is will vary from school to school but for example, it could be your entire SLT, your head teacher, your lead governor on well-*

being or/and your school's whole governing body. During this meeting your Ambassadors and senior leaders could agree some priorities to include in the School Development Plan.

You could consider using young people's top tips in [AMPLIFY: How to maximise young people's voices through your secondary school council](#) when running this rights activity in your school.

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### **Curriculum links**

- The Four Purposes of the new curriculum
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## Mission tips

- *Ambassadors could do this mission/activity alone or they could work with peers, or another pupil voice group in the school, to do it.*
- *As the framework aims to encourage a **whole school approach** to wellbeing, you could encourage pupils from across all age groups or school years to get involved.*
- *Secondary schools: Your school might have access to data through the School Health Research Network (SHRN). You could ask senior leaders how they use this information to decide how to support pupils' emotional and mental wellbeing. There is a case study on p.17 of [AMPLIFY](#) which shows how schools do this.*

## Extension activities

- *Could you involve families and the wider community in your plans?*
- *Can you find out what the secondary school you will attend does to support wellbeing?*
- *Could you present what you do to your feeder primary schools?*
- *At the end of the school year, could you evaluate whether any change has happened?*
- *Can you think of ways to make sure that these conversations continue through the whole school year?*

