



THE FOUNDATIONS · POST 2

Meet the compass

Four worksheets, tailored by age

AGES 6–8

AGES 9–11

AGES 12–14

AGES 15–17

The age ranges are a guide. Choose the sheet that best suits the child or group you are working with.

THE RIGHTS COMPASS

Helping children navigate their rights

Free to photocopy for classroom and group use.



THE FOUNDATIONS · MEET THE COMPASS

The four big ideas

There are four big ideas that go with every right. They help you understand all the other rights.

1 Colour each one in its own colour.

Use purple, green, yellow and orange, the same as the compass.

Every child has the same rights

Grown-ups think about what is best for you

You get to grow up safe and well

You get a say

2 Which big idea is it?

Tick a circle. Sometimes more than one idea fits. That is allowed.



Same



Best



Grow



Say

Everyone in the class gets to join in the game.

☐☐☐☐

A grown-up asks what you think before choosing.

☐☐☐☐

You get extra help with your reading.

☐☐☐☐

A doctor thinks carefully about what is best for you.

☐☐☐☐

3 Say it out loud.

Practise saying it three times. Tick a circle each time.

“Can I say what I think about this?”

Tick a circle each time you practise:

☐☐☐

SOMETHING I WOULD LIKE A SAY IN

If something in your life feels wrong, you do not have to sort it out on your own.

Tell an adult you trust — a parent, carer, teacher, school nurse, or your school's safeguarding lead.

You can also call Childline free on 0800 1111, at any time of day or night. They will listen.



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Which idea is this?

The four General Principles help us understand all the other rights. More than one can matter in the same situation, so tick every one you think fits.

1 Tick every idea that fits.

Some rows have more than one answer.

	 Art 2	 Art 3	 Art 6	 Art 12
A new school rule is made without asking any pupils.	☐	☐	☐	☐
A child who speaks little English gets extra support in class.	☐	☐	☐	☐
A doctor explains two options and asks which you prefer.	☐	☐	☐	☐
A club stops a child joining because of their family's religion.	☐	☐	☐	☐
A decision is made about where you will live next year.	☐	☐	☐	☐

2 Four questions, one decision.

Think of a real decision an adult made about you recently. Answer all four.

 Was I treated unfairly because of who I am?

 Was what is best for me actually thought about?

 Does this help me grow, or hold me back?

 Was I asked what I think? And was I taken seriously?

3 The one that gets forgotten.

Which of the four do you think adults forget most often? Why do you think that is?

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Run it through the compass

The four General Principles are a way of thinking carefully about a decision. A principle being involved does not always mean something has gone wrong. Sometimes it means there is a question worth asking.

1 Take a real decision.

Something decided about you, at home or at school, in the last month.

THE DECISION, AND WHO MADE IT

2 Think it through against all four.

Answer honestly. “I don’t know” is a real answer, and it tells you what to ask next.

● Who might be disadvantaged by this, and why?

● Whose interests were actually considered?

● What does this mean for how I learn and grow?

● Was my view asked for, and what weight was it given?

3 When the answer isn’t simple.

Read this, then work out what you would still need to know.

A fifteen-year-old wants to stop a treatment. The doctors think continuing is better for her health. Article 12 says her views must be heard and given due weight. Article 3 says her best interests must be a primary consideration.

WHAT WOULD YOU NEED TO KNOW BEFORE DECIDING?

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Interrogating a decision

The four General Principles are a way of interrogating decisions about children: who might be disadvantaged, whose interests were considered, what the decision means for development, and whether the child's views were given due weight.

1 The decision.

Be specific. A vague case is easy to dismiss.

WHAT WAS DECIDED, AND BY WHOM

WHO ELSE WAS AFFECTED BY IT

2 Evidence each principle.

A claim without evidence is an opinion. Say what you actually saw, heard or read.

ARTICLE 2 Who was disadvantaged, and on what ground?

ARTICLE 3 Whose interests were weighed, and is that recorded anywhere?

ARTICLE 6 What does it mean for education, health or development?

ARTICLE 12 Were views sought, and what weight was given to them?

3 Due weight, and what you ask for next.

Article 12 promises weight, not victory. So what would weight actually look like here?

What would count as evidence my view was given weight? _____

What I still need to know before I can judge this fairly: _____

What I am going to ask for, and who I am going to ask: _____

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