



**RIGHTS
RESPECTING
SCHOOLS**

unicef 
UNITED KINGDOM

AN EXPLORATION OF CHILDREN'S RIGHTS

A SECONDARY SCHOOL ASSEMBLIES RESOURCE



INTRODUCTION

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

The Convention changed the way children are viewed and treated – in other words, as human beings with a distinct set of rights instead of as passive objects of care and charity. These rights describe what a child needs to survive, grow, and live up to their potential in the world. They apply equally to every child (defined as everyone under the age of 18), no matter who they are or where they come from. All children have rights, even those affected by conflict or emergencies.

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. All UN member states except for the United States have ratified the Convention, the UK doing this in 1991. The UN Committee on the Rights of the Child is in charge of making sure that the Convention is properly observed by the countries who have signed it. Unicef is the only organisation working for children recognised by the Convention.

Article 42 of the Convention says 'States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike'. In other words, children have a right to know about their rights. This Secondary School Assemblies Resource is designed to introduce students to the Convention and the universality of rights for all children and young people throughout the world. It uses real life stories and a broad sweep of global themes to illustrate the principles of children's rights and what happens when these are denied.

USEFUL LINKS

- The full UNCRC and a summary are available here to download [unicef.uk/Convention](https://www.unicef.uk/Convention)
- The UN Committee on the Rights of the Child [unicef.uk/OHCHR](https://www.unicef.uk/OHCHR)

USING THIS RESOURCE

- Each assembly comes with a set of notes and PowerPoint slides. The PowerPoint slides provide the 'backbone' to the assembly theme but there is **flexibility for schools to adapt the presentation as necessary by amending, adding or deleting slides**.
- Notes for each slide indicate the focus and key presentation points to make. **Background information** notes are also provided for the presenter which can be used to add to the presentation if required.
- Within each assembly there are several video links. **It is important that the videos are checked beforehand to ensure that they are judged to be age appropriate for the student audience concerned.** In addition, please be aware that due to the nature of the issues being explored, some students may be affected by the material being presented and therefore sensible **precautions** should be in place to ensure that unnecessary distress is avoided and sufficient pastoral support is available should students require this.
- At the end of each assembly is a 'reflection' slide which presenters may wish to use as a plenary.
- Please note that whilst several of the PowerPoint slides refer to 'children', the UNCRC applies to all children and young people under the age of 18. It is therefore **important in a secondary school context** for students to understand that the UNCRC applies to them as well.

ASSEMBLY 1: A PROMISE TO THE WORLD'S CHILDREN

Aim: To introduce students to the United Nations Convention on the Rights of the Child and for them to understand that this defines throughout the world the rights that all children and young people have.

PRESENTER'S NOTES

Slide 1

Title slide

Slide 2

Focus: Introducing the United Nations Convention on the Rights of the Child (UNCRC).

Presentation: The UNCRC was adopted by the UN General Assembly on the 20th November 1989. Every UN member state has signed the Convention and all bar the United States of America has ratified it. 'Ratification' is an act by which a State signifies an agreement to be legally bound by the terms of a particular treaty. The UK signed and ratified the UNCRC in 1991.

Background Information: The full UNCRC and a summary are available here to download here [unicef.uk/Convention](https://www.unicef.uk/Convention)

Slide 3

Focus: The UNCRC, continued

Presentation: The UNCRC applies to all children and young people (everyone under the age of 18 years), everywhere, all of the time. By ratifying the UNCRC, countries are committed to meeting its requirements but this remains a work 'in progress' for all countries and is monitored by the United Nations.

Background Information: The UN Committee on the Rights of the Child produces a report about children's rights every five years for each country

[unicef.uk/Periodic-Reports](https://www.unicef.uk/Periodic-Reports)

Slide 4

Focus: The difference between 'wants', 'needs' and 'rights'.

Presentation: For each statement ask the students to vote by a 'show of hands' whether they consider this to be a right in the UNCRC or not. The rights shown on the slide are those highlighted (second slide click). A 'want' or 'need' may coincide with a 'right' but this may not always be the case as children's rights are defined by the UNCRC - an internationally agreed treaty. Students may feel that they want or need a mobile phone, bike or holiday but these are not defined by the UNCRC as rights. Neither is there the 'right to be happy' under the UNCRC as it is not possible to legislate for emotions, but of course it would be hoped that if all the rights of a child are being met then they are likely to be happy. The final click of the slide emphasises that 'wants' and 'needs' are not always the same as rights.

Slide 5

Focus: The UNCRC, continued

Presentation: Some basic information about the Articles of the UNCRC is given. The 2010 Unicef video 'For every child' (approximately four and a half minutes) gives an overview of some of these Articles supported by the emotive song "Lullaby, The Unicef Anthem".

Slide 6

Focus: Examples of UNCRC Articles

Presentation: Using examples of the articles can be a starting point for further information and discussion. For example, students could be asked how well they feel these rights are being met for children in the UK or explore particular ways that governments may work to uphold these rights such as providing vaccination programmes to support the 'right to life'.

Slide 7

Focus: The work of Unicef

Presentation: Explain that Unicef has a mandate from the United Nations in Article 45 of the UNCRC to help provide expert advice and assistance on children's rights. Unicef has several ambassadors that promote and support the work of Unicef, including David Beckham. The video link is to a 2016 summary of Unicef's work around the world.

Background Information: You can find more videos about children's rights on the Unicef YouTube channel [youtube.com/user/UNICEFUK](https://www.youtube.com/user/UNICEFUK)

Slide 8

Focus: Reflection

Presentation: The picture and text provide an opportunity for students to reflect upon a right, Article 7, which is taken for granted in the UK, and yet is denied for millions of children.

Background Information: Find out more about every child's rights at birth, *Every Child's Birth Right. Inequities and trends in birth registration* [unicef.uk/Every-Childs-Birth-Right](https://www.unicef.uk/Every-Childs-Birth-Right)

ASSEMBLY 2: EXPLORING RIGHTS - THE RIGHT TO AN EDUCATION

Aim: For all students to know that all children and young people around the world have a right to education but access to this right may be denied because of factors such as age, location and gender.

PRESENTER'S NOTES

Slide 1

Title slide

Slide 2

Focus: Article 28, the right to education.

Presentation: Useful to re-cap the first assembly with students in which they learnt about the UNCRC. The focus of this assembly is 'the right to an education' and the text on the slide is a summary of Article 28. You may wish to discuss elements of the text in more detail. Article 29 (not cited on the slide) references the goals of education.

Background Information: The full UNCRC and a summary are available here to download [unicef.uk/Convention](https://www.unicef.uk/Convention)

Slide 3

Focus: The proportion of children and young people in the world who are accessing education.

Presentation: The data raises several points which could be explored with the students. For example, imagine that only two thirds of the students in the school were able to access secondary school education, how will the other students feel about this and what would be the longer term implications for an individual, their family and wider society? Alternatively, you may prefer to ask the question, 'what percentage of the world's primary aged children do you think are enrolled in school?', before giving the answer.

Slide 4

Focus: Campaigning for gender equality in access to education.

Presentation: The story of Malala Yousafzai and how she bravely fought for the right to have an education (video clip from the BBC, approximately three minutes).

Background Information: Further information about Malala, including her UN General Assembly speech in 2015 can be found here: [unicef.uk/malala](https://www.unicef.uk/malala)

You can watch Malala's address to the UN General Assembly on the Unicef UK YouTube channel here [unicef.uk/malala-un-general-assembly](https://www.unicef.uk/malala-un-general-assembly)

Slide 5

Focus: Reflection

Presentation: Play the video clip (approximately two minutes) and draw upon this to ask students to share their thoughts about what education means to them.

ASSEMBLY 3: EXPLORING RIGHTS - THE RIGHT TO THE BEST POSSIBLE HEALTH

Aim: For students to know that all children and young people around the world have a right to the best possible health to ensure good physical and mental well-being and to appreciate the role vaccinations have played in reducing child mortality.

PRESENTER'S NOTES

Slide 1

Title slide

Slide 2

Focus: Article 24, the right to the best possible health

Presentation: The text on the slide is a summary of Article 24. You may wish to discuss particular elements of the text in more detail including the importance of mental well-being as well as good physical health.

Background Information: The full UNCRC and a summary are available here to download [unicef.uk/Convention](https://www.unicef.uk/Convention)

Slide 3

Focus: Child mortality rates in the world over time.

Presentation: The graph makes the key point that child mortality figures have improved over time, although much work remains to be done. The target referred to in the graph for the year 2030 relates to the United Nation's Sustainable Development Goals and is 'Goal 3: Good Health and Well Being'.

Background Information: You can find out more about Global Goal 3 here: globalgoals.org/global-goals/good-health

Slide 4

Focus: The key role of vaccinations in health care programmes

Presentation: Vaccination programmes have proven to be highly effective around the world in reducing child mortality but more still needs to be done. The video clip (approximately 2 minutes) shows the incredible journey that one mother in Sierra Leone makes in order to have her child vaccinated.

Background Information: You can find out more about Unicef's vaccination work here: [unicef.org/immunization](https://www.unicef.org/immunization)

Slide 5

Focus: The unequal access to vaccination programmes has a profound effect on the life chances of children.

Presentation: The video clip (approximately two and a half minutes) illustrates the unequal access to vaccines through the fictional story of two mothers in South Africa, both trying to have their babies vaccinated.

Background Information: You can find out more about Unicef's vaccination work here: [unicef.org/immunization](https://www.unicef.org/immunization)

Slide 6

Focus: Reflection

Presentation: The right to the best possible health includes physical and mental health. Good health is also a vital part of well-being. The statistics on the slide show, in relation to criteria used by Unicef to estimate child well-being, that the UK is behind several of the other richest countries in the world. This provides an opportunity to reflect upon the possible reasons for this.

Background Information: You can find the report for this study here:

unicef.uk/report-card-11

ASSEMBLY 4: CLIMATE CHANGE AND CHILDREN'S RIGHTS

Aim: For students to understand the effects of climate change on children's rights.

PRESENTER'S NOTES

Slide 1

Title slide

Slide 2

Focus: The right to life, survival and development.

Presentation: The text on the slide is a summary of Article 6. This is not the only Article that can be linked to the impact of climate change (for example, see Article 24) but it enables the presenter to make the vital point that climate change can lead to life threatening situations. The video clip (1 minute) shows how throughout the world, climate changes.

Background Information: The full UNCRC and a summary are available here to download unicef.uk/Convention

Slide 3

Focus: Climate change can impact upon children's rights in many different ways.

Presentation: Ethiopia is currently (in 2017) experiencing one of its worst droughts in decades. In areas with severe water shortages, some children have to travel long distances to get water for household use. As a result, they go to school late or miss school altogether. Middle picture: Frank, 13, stands on a seawall that protects his family home from the rising seas in Jenrock village in the Majuro Atoll in the Marshall Islands (2014). His parents say that despite the wall, during high tides the water breaks in to their yard. Right picture: Tekua, 10, sits on a dead coconut tree in the village of Tebunginako, Kiribati (2016). Residents of the village have been planting mangroves in the area that usually floods at high tide.

Slide 4

Focus: A case study on the impact of climate change on children's lives.

Presentation: The video clip highlights how a small family is affected by the changing climate during the course of three generations. Children are the most vulnerable, yet least responsible for the effects of climate change.

Slide 5

Focus: A case study on the impact of climate change on children's lives.

Presentation: The video clip 'John from Vanuatu tells his story' relates to March 2015, when Vanuatu was hit by Cyclone Pam which destroyed many houses, buildings and ruined crops. Yet to have the chance to recover, it is now experiencing extreme dry weather due to El Nino. Unicef is working in the region to provide health and nutritional support.

Slide 6

Focus: Reflection

Presentation: The slide asks a question for students to reflect upon using their knowledge of the Convention in terms of the rights that are denied due to extreme drought.

ASSEMBLY 5: WHEN RIGHTS ARE DENIED - UK CASE STUDY

Aim: For students to understand that some children and young people in the UK have their rights denied.

PRESENTER'S NOTES

Slide 1

Title slide

Slide 2

Focus: This assembly is about recognising that some children and young people in the UK are being denied some of their rights.

Presentation: The text on the slide is a summary of Article 27. You may wish to discuss which elements are needed for an adequate standard of living.

Background Information: The full UNCRC and a summary are available here to download [unicef.uk/Convention](https://www.unicef.uk/Convention) More information about child poverty can be found here [cpag.org.uk](https://www.cpag.org.uk)

Slide 3

Focus: Article 27, the right to an adequate standard of living.

Presentation: The Unicef UK 'Seen and HEARD' video (approximately nine minutes) is a powerful account based on the real experience of David, 12, and the impact that living below the poverty line has had on his life. The video was made in 2012 by students of St Kentigern's Academy in Scotland which is a Level 2 Unicef UK Rights Respecting School. If time is available, a discussion with students after showing the video would provide an excellent opportunity to further explore how children and young people's rights in the UK are being denied.

Background Information: The video is part of a secondary school teaching resource called 'Seen and HEARD' which explores children's rights and child poverty in the UK. The resource can be purchased as part of the Secondary School Starter Pack:

[unicef.uk/secondary-starter](https://www.unicef.uk/secondary-starter)

Slide 4

Focus: Reflection

Presentation: The lyrics are from part of a song 'Some of us' that features in the video and which has been written by a student from St Kentigern's Academy. It is suggested that the soundtrack to the song is played with the slide being shown at the same time.

Background: Seen and HEARD soundtrack can be found here

[unicef.uk/seen-and-HEARD-soundtrack](https://www.unicef.uk/seen-and-HEARD-soundtrack)

ASSEMBLY 6: WHEN RIGHTS ARE DENIED - UK CHILD LABOUR

Aim: For students to understand that economic exploitation of children and young people continues to be a major global concern.

PRESENTER'S NOTES

Slide 1

Title slide

Slide 2

Focus: Article 32

Presentation: The text on the slide is a summary of Article 32.

Background Information: The full UNCRC and a summary are available here to download [unicef.uk/Convention](https://www.unicef.uk/Convention) More information about child labour can be found here: [unicef.uk/child-labour](https://www.unicef.uk/child-labour)

Slide 3

Focus: Defining what is meant by 'child labour'

Presentation: The slide provides a definition of child labour. You may wish to explore with students examples of child labour that have occurred in the past and in the present, both in the UK and the wider world.

Background Information: More information about child poverty can be found here [unicef.uk/child-poverty-2](https://www.unicef.uk/child-poverty-2)

Slide 4

Focus: An overview of the extent of child labour in the world

Presentation: The statistics indicate that child labour remains a major global concern with the poorest countries of the world experiencing the highest levels. Daniel Apia Kouame Gboko uses a machete to break open a cocoa pod on his cacao plantation, near the town of Moussadougou, in Bas-Sassandra Region (2012). The country is the world's largest producer and exporters of cocoa beans.

Slide 5

Focus: Cocoa production and the manufacture of chocolate

Presentation: The picture shows a cocoa pod, the starting point for chocolate production (the pods are harvested and then the cocoa beans inside are extracted before undergoing a series of treatments and processes to produce chocolate). Cocoa and chocolate production can yield high profits but this may be based on the use of child labour. Cocoa production also provides opportunities to explore fairtrade issues and examples of philanthropic practice.

Background Information: More information about fair trade cocoa productions can be found here [fairtrade.org.uk/en/farmers-and-workers/cocoa](https://www.fairtrade.org.uk/en/farmers-and-workers/cocoa)

Slide 6

Focus: A case study showing how child labour can be overcome in cocoa production.

Presentation: The use of child labour to produce cocoa in Côte d'Ivoire is widespread and at the expense of children's rights to an education (Article 28). The video (approximately three minutes) shows how the small village of Koffikro has taken steps to ensure that all children, like Halima, go to school. Approximately 40% of the world's cocoa comes from Côte d'Ivoire.

Slide 7

Focus: A case study exploring how through the involvement of a range of stakeholders in the tea industry child exploitation can be tackled.

Presentation: The video (approximately three and a half minutes) looks at how Unicef and Ethical Tea Partnership are working together to protect children and young people living in tea communities in Assam, India.

Background Information: Find out more about Unicef and the Ethical Tea Partnership here unicef.org.uk/corporate-partners/etp

Slide 8

Focus: Reflection

Presentation: The slide provides an opportunity for students to reflect upon the impact of children's rights as a result of global activities such as trade.

ASSEMBLY 7: WHEN RIGHTS ARE DENIED - CHILD RECRUITMENT BY ARMED FORCES OR ARMED GROUPS

Aim: For students to learn about how children's rights are being denied in many parts of the world when children are recruited by armed forces or armed groups.

PRESENTER'S NOTES

Slide 1

Title slide

Slide 2

Focus: Child recruitment by armed forces or armed groups

Presentation: The text on the slide makes the point that children recruited by armed forces or armed groups could be exploited in many different ways.

Background Information: The web link below provides further information and makes the point that children's involvement with armed forces or armed groups in any capacity includes, but is not limited to, 'combatants, cooks, porters, messengers and anyone accompanying such groups, other than family members. The definition includes girls recruited for sexual purposes and for forced marriage. The term "child soldier" is discouraged as it does not accurately reflect the range of roles in which boys and girls are recruited and used for military purposes, and for whose release Unicef advocates'.

[unicef.uk/children-armed-conflict](https://www.unicef.uk/children-armed-conflict)

Slide 3

Focus: Articles 38 and 41

Presentation: The first bullet point on the slide is a summary of Article 38; governments must not allow children under the age of 15 to take part in war or armed conflict. It should be noted (second bullet point) that Article 41 says that if a country has laws and standards that go further than the present Convention, as for example in the UK, then the country must keep these laws.

Background Information: Find the full version of Articles 38 and 41:

[unicef.uk/UNCRC-full](https://www.unicef.uk/UNCRC-full)

Slide 4

Focus: The Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict.

Presentation: Many countries (including the UK) but not all countries have signed the 'Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict' and the slide text summarises the key aspects of this.

Background Information: You can find the full version of the Optional Protocol on the involvement of children in armed conflict here [unicef.uk/Optional-Protocol](https://www.unicef.uk/Optional-Protocol) and a Unicef report about ending the recruitment and use of children in armed conflict' can be found here [unicef.uk/children-in-armed-conflict-report](https://www.unicef.uk/children-in-armed-conflict-report)

Slide 5

Focus: The numbers of children who are recruited by armed forces or armed groups

Presentation: The slide gives some examples of the scale of the problem around the world. The rights being denied children in this situation could be further explored.

Background Information: Find out more about Unicef's work in protecting children from armed conflict: [unicef.uk/child-recruitment](https://www.unicef.uk/child-recruitment)

The statistical information in this slide can be found here: [unicef.uk/statistics-source](https://www.unicef.uk/statistics-source)

Slide 6

Focus: The story of a former child soldier

Presentation: The video (approximately three and half minutes long) tells the story of Simon (not his real name), a former child soldier who has been helped by Unicef to return to his home and family in South Sudan.

Background Information: Find out more about Unicef's work in protecting children from armed conflict: [unicef.uk/child-recruitment](https://www.unicef.uk/child-recruitment)

Slide 7

Focus: Reflection

Presentation: At thirteen years of age, Ishmael Beah was forcibly recruited into the Sierra Leone civil war. After two years, with the help of Unicef, he was removed from the army and placed in a rehabilitation home. In 2007 he was appointed Unicef's first 'Advocate for Children Affected by War'. He is also a best-selling author and human rights spokesperson. The quotation and video clip (approximately three minutes) provide an opportunity for students to reflect upon his personal story.

Background Information: Find out more about Ishmael Beah here:

[unicef.uk/Ishmael-Beah](https://www.unicef.uk/Ishmael-Beah)

ASSEMBLY 8: THE UN GLOBAL GOALS - INTRODUCTION

Aim: For students to learn about the United Nations 'Global Goals for Sustainable Development' which operate from 2015 to 2030 and to discover that although the goals provide challenging targets for the world to meet, their realisation is not impossible.

PRESENTER'S NOTES

Slide 1

Title slide

Slide 2

Focus: Starter activity

Presentation: This could be used as a 'starter' activity asking students 'What does the picture show?' The picture shows the flags of several countries but interspersed between the flags are examples of some of the United Nations' 'Global Goals'. Key points to make are that for global problems to be solved, global action with everyone involved is needed and that achieving the goals will help children access their rights.

Background Information: Prior to the UN Global Goals were the UN Millennium Development Goals (MDGs) which ran from the year 2000 to 2015:

unicef.uk/Millennium-Development-Goals

A report about the progress made in achieving the Millennium Development Goals can be found here unicef.uk/Millennium-Development-Goals

Slide 3

Focus: The United Nations' Global Goals.

Presentation: Overview of the goals. The video clip with Professor Stephen Hawking introduces the goals and makes the key point of everyone sharing this information with others.

Slide 4

Focus: What are the 17 Global Goals?

Presentation: The 'We the People' video (approx. three minutes) introduces the 17 UN Global Goals with the help of many celebrities from across the world. You may like to use this as an opportunity for a separate exercise of matching celebrities with particular global goals.

Background Information: Each goal has a story to tell and you may wish to take the opportunity of using the UN website and clicking on the symbol of a particular global goal to gain more information and data. There are also a range of resources about the UN Global Goals.

The UN website can be found here unicef.uk/un

There are also a range of resource on the Global Goals here www.globalgoals.org

Slide 5

Focus: Reflection

Presentation: The video clip (approximately one minute) from Unicef captures the thoughts of several children and young people as to why the global goals are important to them. Ask the students to consider which global goal is the most important to them and why. This could be extended by asking for a 'show of hands' or online vote/blog to see what they have chosen and provides an opportunity for audience participation. **It is important to link achieving the global goals with the positive impact this would have on children's rights.**

ASSEMBLY 9: THE UN GLOBAL GOAL #1

Aim: For students to learn about the UN Global Goal (Sustainable Development Goal) #1 and the target of eliminating extreme poverty.

PRESENTER'S NOTES

Slide 1

Title slide

Slide 2

Focus: Looking at global goal #1

Presentation: The key point to make here is that the global goal is to eradicate extreme poverty ('extreme poverty' is currently measured as people living on less than \$1.25 a day) throughout the world by 2030. **It is important to link achieving this global goal with the positive impact it will have on children's rights.**

Slide 3

Focus: Some of the global goal #1 targets

Presentation: The slide provides details of some of the targets for global goal #1.

Background Information: Find out more about Goal 1 here: unicef.uk/goal-1

Slide 4

Focus: The decline in extreme poverty

Presentation: One of the targets of global goal #1 is to end extreme poverty by 2030 and the graph illustrates the progress that has been made since 1980.

Slide 5

Focus: Is the elimination of extreme poverty possible?

Presentation: Elimination of extreme poverty may seem to be impossible but in the BBC video extract (approximately first three minutes of the video) with Professor Hans Rosling, he explains how this could come about.

Slide 6

Focus: Reflection

Presentation: An opportunity for students to read the quotation and reflect upon its message.

ASSEMBLY 10: THE UN GLOBAL GOAL #6

Aim: For students to learn about the UN Global Goal (Sustainable Development Goal) #6 and the target of clean water and sanitation for all.

PRESENTER'S NOTES

Slide 1

Title slide

Slide 2

Focus: Looking at global goal #6; clean water and sanitation.

Presentation: Global goal #6 has several specific targets and two are cited on this slide. As slide 4 references, many millions of people currently do not have access to clean water and/or basic sanitation. **It is important to link achieving this global goal with the positive impact it will have on children's rights.**

Slide 3

Focus: The progress made so far in providing clean water and sanitation.

Presentation: The data shows how much progress has already been made in the provision of clean water and sanitation. The video (approximately one minute) celebrates the importance of water to everyone in the world, a resource we can so easily take for granted.

Slide 4

Focus: The challenges ahead to ensure that everyone has access to clean water and sanitation.

Presentation: The data shows that much more needs to be done to ensure that everyone has access to clean water and sanitation. In the video (approximately two minutes), we see how the manual drilling for water in a village within Democratic Republic of the Congo (DRC) can help transform a community. The DRC is one of three countries in the world in which more than 50% per cent of the population do not have access to safe drinking water.

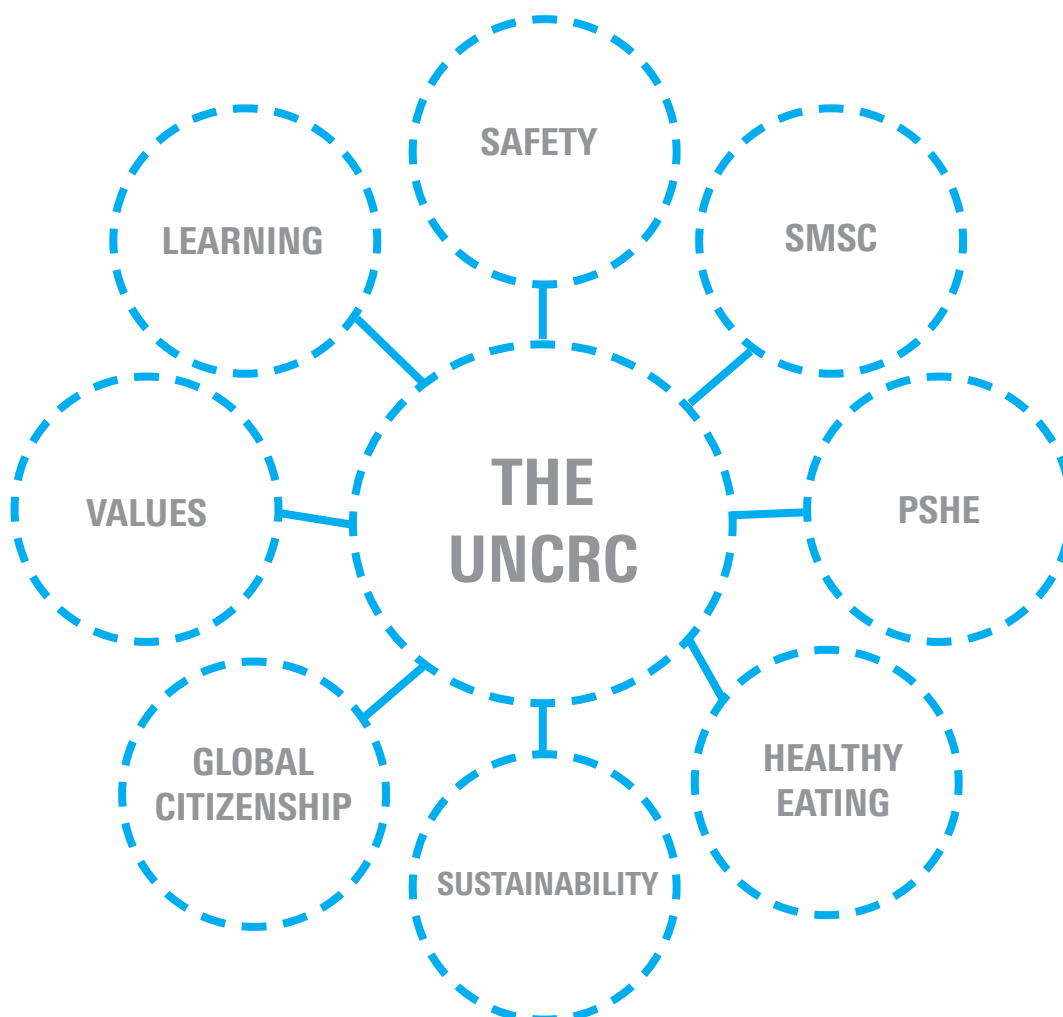
Slide 5

Focus: Reflection

Presentation: An opportunity for students to reflect upon the impact of the lack of clean water and poor sanitation on children's health and education.

BEYOND THE ASSEMBLIES

Beyond the assembly programme, developing an understanding of children's rights can also be part of the main school curriculum. Examples include:



UNCRC articles include:

Article 2: Non-discrimination

Article 3: Best interests of the child

Article 13: Freedom of expression

Article 14: Freedom of thought, belief and religion

Article 19: Protection from violence, abuse and neglect

Article 24: The right to the best possible health

Article 28: The right to education

Article 29: The right that education must develop every child's personality, talents and abilities to the full.

Article 31: The right to leisure, play and culture

BEYOND THE ASSEMBLIES

Developing an understanding of children's rights beyond the assembly programme involves inclusion of rights-based education within the main school curriculum.

There are a wealth of opportunities for this including:

- History - exploring subject areas such as the Holocaust, Suffragette and Civil Rights movements and the Magna Carta.
- Geography - looking at people migration, sustainability related issues and climate change.
- English - through reading of texts and making links to rights, creative writing.
- Mathematics - the analysis of UK and global statistical data with reference to child well-being, analysis of local food bank data.
- Creative subjects - where rights can be explored through art, drama, film and digital media.
- Sport - exploring the issues of equal opportunities within sport and access to sports for disabled children.
- Religious Studies - the diversity of religious faith, tolerance and respect, welcoming of the stranger.
- Science - making links between key scientific discoveries such as vaccinations and how they can protect children.
- Modern Foreign Languages - providing opportunities to explore the history and culture of different countries and their approach to children's rights.
- PSHE - links to anti-bullying, health and well-being, non-discrimination.

Increase student voice and participation in the life of the school reflecting the 'right to be heard' by:

- Establishing an active student council.
- Providing opportunities for students to play a full and active part in school events, for example: assemblies, presentations to staff, parents and governors, extra-curricular lead roles and ambassadorial roles.
- Enabling students to contribute to the evaluation process of their learning through self and peer assessment, feedback to subject leaders, joint lesson planning and observations.

Provide opportunities beyond the formal curriculum to enable students to:

- Participate in fair trade, eco-sustainability and health and well-being (physical, emotional, mental) school based projects.
- Raise funds for local, national and international charities working for children's rights.
- Participate in campaigns supporting children's rights and to be advocates for children's rights by engaging with elected representatives and other organisations.

There are lots of ways that Unicef can work with your school to help support children's rights both here in the UK and around the world.

Find out more at: unicef.org.uk/rights-respecting-schools