

# Walmley Infant School is a UNICEF Rights Respecting Silver Award School



## Our Aims

- Walmley Infant School has embedded the UN Convention on the Rights of the Child in its policy, practice and culture.
- We strive to promote knowledge and understanding of the Convention throughout our school community.
- We are developing plans outlined in our Action Plan for Silver and are beginning to see the positive impact of these actions on children and young people, staff, and on the school's ethos, practice and environment.
- Children and young people are beginning to see themselves as rights respecting global citizens and advocates for fairness and children's rights, both locally and globally

## How we do this

1. Teaching and Learning about rights: for the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays
2. Teaching and Learning through rights: by modelling rights respecting language and attitudes, and making strategic decisions that involve students
3. Being ambassadors for the rights of others: developing as rights respecting citizens







## About UNICEF

UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential.

UNICEF is guided by the Convention on the Rights of the Child and strives to establish children's rights as enduring ethical principles and international standards of behaviour towards children.

UNICEF insists that the survival, protection and development of children are universal development imperatives that are integral to human progress.

UNICEF mobilizes political will and material resources to help countries, particularly developing countries, ensure a "first call for children" and to build their capacity to form appropriate policies and deliver services for children and their families.

UNICEF is committed to ensuring special protection for the most disadvantaged children - victims of war, disasters, extreme poverty, all forms of violence and exploitation and those with disabilities.

UNICEF responds in emergencies to protect the rights of children. In coordination with United Nations partners and humanitarian agencies, UNICEF makes its unique facilities for rapid response available to its partners to relieve the suffering of children and those who provide their care.

UNICEF is non-partisan and its cooperation is free of discrimination. In everything it does, the most disadvantaged children and the countries in greatest need have priority.

UNICEF aims, through its country programmes, to promote the equal rights of women and girls and to support their full participation in the political, social, and economic development of their communities.

UNICEF works with all its partners towards the attainment of the sustainable human development goals adopted by the world community and the realization of the vision of peace and social progress enshrined in the Charter of the United Nations.



# A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD

## **ARTICLE 1** (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

## **ARTICLE 2** (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

## **ARTICLE 3** (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

## **ARTICLE 4** (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

## **ARTICLE 5** (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

## **ARTICLE 6** (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

## **ARTICLE 7** (birth registration, name, nationality, care)

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

## **ARTICLE 8** (protection and preservation of identity)

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

## **ARTICLE 9** (separation from parents)

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents.

## **ARTICLE 13** (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

## **ARTICLE 14** (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

## **ARTICLE 15** (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

## **ARTICLE 16** (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

## **ARTICLE 17** (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

## **ARTICLE 18** (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

## **ARTICLE 19** (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

## **ARTICLE 20** (children unable to live with their family)

If a child cannot be looked after by their immediate family, the government

## **ARTICLE 24** (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

## **ARTICLE 25** (review of treatment)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment and the way they are cared for and their wider circumstances.

## **ARTICLE 26** (social security)

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

## **ARTICLE 27** (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

## **ARTICLE 28** (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Disasters in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

## **ARTICLE 29** (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

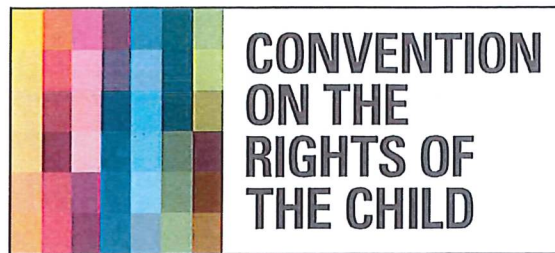
## **ARTICLE 30** (children from minorities or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

## **ARTICLE 31** (leisure, play and culture)

Every child has the right to relax and play.





## THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD – THE CHILDREN’S VERSION

The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children’s rights.

The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

This text is supported by the Committee on the Rights of the Child.







43-54



HOW THE  
CONVENTION  
WORKS

# CONVENTION ON THE RIGHTS OF THE CHILD





A child is any person under the age of 18.



All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.



Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.



Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.



Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live

together should stay in contact with both parents unless this might harm the child.



that they can stay in contact and be together.



Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.



Children have the right to give their opinions freely on issues that affect them. Adults should listen and

take children seriously.



Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it

harms other people.



Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use

this right.



Children can join or set up groups or organisations, and they can meet with

others, as long as this does not harm other people.



Every child has the right to privacy. The law must protect children's privacy, family, home, communications

and reputation (or good name) from any attack.



Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.



Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have

this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.



When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.





Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.



Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.



Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.



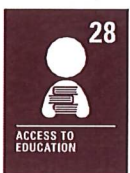
Every child who has been placed somewhere away from home - for their care, protection or health - should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.



Governments should provide money or other support to help children from poor families.



Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.



Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.



Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.



Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.



Every child has the right to rest, relax, play and to take part in cultural and creative activities.



Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.



Governments must protect children from taking, making, carrying or selling harmful drugs.



The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.



Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).



Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.



Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.



Children have the right to be protected during war. No child under 15 can join the army or take part in war.



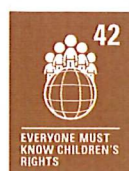
Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.



Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.



If the laws of a country protect children's rights better than this Convention, then those laws should be used.



Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.









These articles explain how governments, the United Nations - including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all their rights.

At Walmley Infant School UNICEF Children's rights underpin everything we do. However, some articles also relate to our Topic themes. The links are highlighted in the following tables:

Reception - Topic Related UNICEF Rights 2021 - 2022







Term and Topic	Article	Curriculum Link
Autumn 1  It's Good to Be Me	Article 7 	I have a right to a name and birthday.7 Create birthday chart. Children blow out the candles on 'birthday cake' and photo goes on Tapestry.
	Article 15 	I have a right to choose my own friends.15 Books used linked to friendship- Mr Big, lost and found, We're all different, we're all friends. Circle time.
Autumn 2  Under the Stars	Article 31 	I have a right to take part in a range of cultural activities. Discussion about Diwali- some children shared their celebration on Tapestry.
	Article 30 	I have a right to learn the language, customs and traditions of my family.30 Bonfire night celebrations discussed. Art created based on this and put in Sparkly books. Remembrance art. We watched videos showing why this is celebrated and how.
Spring 1  Once Upon a Time	Article 24 	I have a right to education.24 Discussed in circle time.
	Article 12 	I have a right to be listened to.12 Discussed in circle time through fairy tale stories. Writing in speech bubbles sharing opinions.









<p>Spring 2</p> <p>Are we there yet?</p>	<p>Article 31</p>  <p>Article 29</p> 	<p>I have a right to rest and play. 31 Discussion through circle time.</p> <p>I have the right to learn how to look after the environment.29 Discussion about sustainable travel to and from School- link to WOW walk to school initiative.</p>
<p>Summer 1</p> <p>A Bugs Life</p>	<p>Article 29</p>  <p>Article 24</p> 	<p>I have the right to learn how to look after the environment.29 Discussion through story time and using topic themed books.</p> <p>I have the right to a safe environment.24 Discussion through story time and using topic themed books.</p>
<p>Summer 2</p> <p>On the Farm</p>	<p>Article 19</p>  <p>Article 24</p> 	<p>I have the right to learn how to look after the environment.19 Discussion through story time and using topic themed books. Growing flowers/ vegetables from seed. Discussing how to look after them.</p> <p>I have the right to nutritional food.24 Discussion about where our food comes from. Activity sorting/ matching foods and their source e.g. milk is from cows. Sorting foods into groups of foods that we can eat all of the time and foods we should eat in moderation.</p>



Year 1 – Topic Related UNICEF Rights 2021 - 2022





Term and Topic	Article	Curriculum Link
<b>Autumn 1</b>  Heroes and Villains	Article 2 	Children learn about people in history who have made a profound impact. Taught through, black history month.
	Article 12 	Children consider creating their own feeling chart and are able to move their names when their feelings change. This will then be discussed with the child.
<b>Autumn 2</b>  Space	Article 14 	Children are given the time to share their own religious beliefs and experiences. This includes Christmas. Other religions are also taught in school.
	Article 13 	This will be taught through RHE (SCARF). Children will have the opportunity to talk about safety and share their opinion on this.
<b>Spring 1</b>  Our World	Article 24 	Children learn about health care, clean water, nutritious food and where this comes from.
	Article 29 	We discuss our local environment. How we look after it and how these impact on others.









<p><b>Spring 2</b></p> <p>Time Travellers</p>	<p>Article 17</p>  <p>Article 23</p> 	<p>Children to use a variety of resources safely to find out about people from the past.</p> <p>As part of RHE / PSHE discuss different disabilities and how our school is inclusive.</p>
<p><b>Summer 1</b></p> <p>Amazing Animals</p>	<p>Article 10</p>  <p>Article 6</p> 	<p>Talk about different families, linked to different animal families.</p> <p>Talk to the children about survival and developing to full potential. Link to animal babies.</p>
<p><b>Summer 2</b></p> <p>Dinosaurs</p>	<p>Article 31</p>  <p>Article 8</p> 	<p>Children take part in dinosaur play activities linked to topic.</p> <p>Discuss with children how a name is part of your identity. Link to Dinosaur names.</p>



Year 2 - Topic Related UNICEF Rights 2021 - 2022

Term and Topic	Article	Curriculum Link
Autumn 1  Medieval Magic	<p>Article 7</p>  <p>Article 40</p> 	<p>Children consider their family heritage and create their own crests. We discuss knighthood and the royal family.</p> <p>To understand about treating others with respect children discuss the importance of the feudal system.</p>
Autumn 2  Shiver me Timbers	<p>Article 24</p>  <p>Article 27</p> 	<p>The children learn about how animals need to access water and food to survive.</p> <p>Children learn about habitats and how it is important to have a safe home.</p>
Spring 1  Messiness and Mixtures	<p>Article 3</p>  <p>Article 24</p> 	<p>As part of our class story, <i>George's Marvellous medicine</i>, we discuss the rights of <i>George</i> and how he is ill-treated by his Grandmother.</p> <p>We discuss with the children how to stay safe around medicines.</p>



<p>Spring 2</p> <p>Investigation Station</p>	<p>Article 29</p>  <p>Article 27</p> 	<p>We discuss how as a community we look after our environment. This is particularly as we go for a walk around our local area.</p> <p>During PSHE we discuss the children's safety in the local area. This is also reinforced via our Travel Tracker and Walk to School Week.</p>
<p>Summer 1</p> <p>Circle of Life</p>	<p>Article 28</p>  <p>Article 24</p> 	<p>As a right to education, children complete their end of year assessments.</p> <p>As part of the topic, which is PE based, we complete lots of different sporting activities and discuss how this helps our personal health and wellbeing.</p>
<p>Summer 2</p> <p>Sparkle and Shine</p>	<p>Article 31</p>  <p>Article 12</p> 	<p>The children have a beach day and have the opportunity to play together.</p> <p>Children have the opportunity to discuss their feelings and emotions as part of transition to the Junior school.</p>