St Martin's School
Children's Rights Across the Curriculum

Article 42 (knowledge of rights)
Governments must actively work to make sure children and adults know about the Convention.

At St Martin's School, children explore and develop an understanding of their rights through a broad and balanced curriculum. Whilst rights are taught explicitly through PSHE, meaningful opportunities also arise across other curriculum subjects where they enhance learning and deepen understanding. The articles identified below represent the strongest and most authentic curriculum links across the school.

UNCRC Article	Curriculum Threads
Article 2 - Non-Discrimination	• PSHE (Celebrating Difference), • RE (respecting people of different faiths and worldviews), • History (Mae Jemison, Ancient Greece, Windrush), • Geography (understanding diverse communities and challenging stereotypes).
Article 6 - Life, Survival and Development	• PSHE (Changing Me), • Science (living things, life cycles, reproduction, adaptation and development).
Article 12 - Respect for Children's Views	• PSHE (Being Me in My World), • RE (discussion, enquiry and reflection), • History (democracy and participation through Ancient Greece and changing societies).
Article 13 - Freedom of Expression	• Art (creative expression), • Computing (digital creativity and media production), • RE (discussion and reflection where appropriate). • Music (composition, performance and musical creativity), • French (communicating ideas and opinions in another language).
Article 14 - Freedom of thought, belief and religion	• RE (core thread throughout), • History (belief systems, Ancient Civilisations and the Reformation).
Article 16 - Right to Privacy	• Computing (online safety, passwords, personal information and digital footprints).
Article 17 - Access to Information	• Computing (searching, evaluating and using information safely and effectively).

Article 19 - Protection from Harm	• PSHE (Relationships), • Computing (online safety), • History (understanding conflict and its impact through Vikings and World War II).
Article 24 – health care and education; quality - water, food, environment	• PSHE (Healthy Me), • Science (health, nutrition, exercise and habitats), • Geography (water, environments and sustainability), • DT (food and nutrition) • PE (physical health and active lifestyles).
Article 27 - Adequate Standard of Living	• DT (design meeting human needs), • Geography (settlements, resources, world cities and contrasting localities).
Article 29 - develop personality, talents and abilities	• PSHE (Dreams and Goals) • Science, • Geography, • RE, • Art, • DT • Computing • PE • Music • French • Maths through developing knowledge, skills, creativity, curiosity, reasoning and responsible citizenship.
Article 30 - learn and use language, customs and religion	• History, • Geography, • RE, • Art through the study of diverse cultures, communities, beliefs, traditions and artistic heritage.
Article 31 - leisure, play, art and culture	• Art through engagement with artists, artistic traditions and creative experiences. • PE through participation in games, sport, dance, physical activity and recreational experiences. • Music through singing, composing, performing and listening to music.

Children's Rights Through Reading and Writing

The school's literature spine further enriches pupils' understanding of children's rights through carefully selected stories, poetry, plays and non-fiction texts. Whilst individual texts are linked to specific articles of the UNCRC, the literature curriculum most strongly develops understanding of equality, identity, participation, cultural heritage, creativity and personal

development. Through literature, pupils encounter diverse experiences and perspectives, helping them develop empathy, critical thinking and an appreciation of the rights of others.

The English curriculum further supports children's rights through reading, writing and discussion, enabling pupils to explore diverse perspectives, develop their own voice and communicate ideas effectively. Through a range of written and spoken outcomes, pupils learn to express opinions, justify viewpoints, reflect upon their own experiences and respond thoughtfully to the experiences of others. This supports the development of self-expression, participation and respect for different perspectives.

UNCRC Article	Literature Thread	Writing Thread
Article 2 - Non-Discrimination	Through a diverse range of stories, poetry and non-fiction, pupils encounter different characters, cultures, experiences and perspectives. They develop understanding of equality, inclusion and respect for others.	
Article 12 - Respect for Children's Views	Through literature, pupils encounter characters who demonstrate voice, choice, courage and advocacy, prompting discussion about different viewpoints and experiences.	Through discussion, debate, speeches, letters and persuasive writing, pupils learn how to express opinions, justify viewpoints and engage thoughtfully with different perspectives.
Article 13 - Freedom of Expression		Through a wide range of writing opportunities, pupils develop confidence in communicating ideas, opinions, experiences and viewpoints for different audiences and purposes.
Article 29 - Develop personality, talents and abilities	Through high-quality literature, pupils develop curiosity, empathy, moral understanding, creativity, cultural awareness and an appreciation of the world around them.	Writing develops communication, creativity, critical thinking and the ability to participate effectively in society through purposeful expression and composition.
Article 30 - language, customs and religion	Through stories, poetry and non-fiction from different cultures and communities, pupils develop an understanding of identity, belonging, heritage and the experiences of others.	Through reflective, narrative and factual writing, pupils explore and communicate ideas about identity, culture, heritage and personal experience.
Article 31 - leisure, play and culture	Through engagement with literature, poetry, storytelling and other cultural experiences, pupils participate in and appreciate rich artistic and literary traditions.	Through creative writing, poetry, storytelling and performance opportunities, pupils engage in their own artistic and imaginative expression.

Children's Rights in the EYFS

Children's rights are embedded throughout the Early Years Foundation Stage through the areas of learning, continuous provision, interactions and wider experiences. Through play, exploration, relationships and first-hand experiences, children begin to develop an understanding of themselves, others and the world around them. Opportunities to explore children's rights arise naturally through daily routines, celebrations, stories, special events and child-initiated learning.

Children's rights are further explored through the EYFS reading spine and carefully selected stories. Through stories and discussion, children encounter themes such as friendship, fairness, identity, belonging, diversity, wellbeing and caring for others. These experiences help children develop empathy, understand different perspectives and begin to make links between their own lives and the experiences of others.

EYFS Areas of Learning	UNCRC Article	Examples of Provision and Experiences
Communication and Language; Personal, Social and Emotional Development	**Article 12 - Respect for Children's Views**	Children are encouraged to express feelings, ideas and preferences, make choices, participate in discussions, engage in show and tell activities and contribute their own ideas during play and learning.
Physical Development; Personal, Social and Emotional Development	**Article 24 - health care and education; quality - water, food, environment**	Children learn about healthy lifestyles, healthy eating, hygiene, physical activity and wellbeing through daily routines, Healthy Eating Week, farm visits and growing food.
Understanding the World; Personal, Social and Emotional Development	**Article 29 - develop personality, talents and abilities**	Children develop curiosity, responsibility and respect for others and the world around them through environmental themes, Eco Week, beach cleans, planting and growing, nature studies and charity events.
Understanding the World	**Article 30 - learn and use language, customs and religion**	Children learn about different cultures, traditions and celebrations through experiences such as Diwali, Holi, Christmas, Easter, Lunar New Year, Ramadan and Eid.
Expressive Arts and Design	**Article 31 - leisure, play, art and culture**	Children participate in creative, artistic and imaginative experiences through continuous provision, role play, art, music, performance and special celebration days.

Whole-School Rights Threads

Whilst a range of children's rights are explored through different curriculum subjects, four articles emerge as particularly strong cross-curricular themes at St Martin's School. These

articles are revisited through multiple subjects and help pupils develop a deeper understanding of themselves, others and the wider world.

UNCRC Article	Whole-School Thread
Article 29 - Develop personality, talents and abilities	Developing knowledge, skills, curiosity, creativity and responsible citizenship.
Article 30 - learn and use language, customs and religion	Understanding and valuing diverse cultures, beliefs, traditions, languages and communities.
Article 24 - health care and education; quality - water, food, environment	Promoting health, wellbeing, environmental awareness and healthy lifestyles.
Article 31 - leisure, play, art and culture	Encouraging participation in artistic, cultural, recreational and sporting experiences.

Rights Beyond the Curriculum

Children's rights are also explored through assemblies, collective worship and wider enrichment opportunities. Alongside curriculum learning, assemblies provide regular opportunities for pupils to reflect on themes linked to PSHE, Religious Education, global events, awareness days, values and the UN Convention on the Rights of the Child.

Some assemblies explicitly teach children's rights, whilst others provide opportunities to explore themes such as respect, equality, wellbeing, identity, diversity, participation, responsibility and belonging.

Opportunities to explore and celebrate rights are further enhanced through themed days and enrichment events, including World Children's Day, Wellbeing Day, Eco Week, Culture Day, World Book Day, careers-related learning, Money Matters, oracy events and celebrations of the arts.

Through these experiences, pupils are encouraged to reflect on their rights and responsibilities within school, their local community and the wider world.

Event or Enrichment Opportunity	Typical Rights Themes
World Children's Day	Articles 2, 12, 42 and wider understanding of the UNCRC
Wellbeing Day	• Article 24 (health care and education; quality - water, food, environment), • Article 29 (develop personality, talents and abilities)
Festive Friday	• Article 30 (learn and use language, customs and religion), • Article 31 (leisure, play, art and culture)
Eco Week	• Article 24 (health care and education; quality - water, food, environment), • Article 29 (Responsible Citizenship)

World Book Day	• Article 17 (Access to Information), • Article 29 (Develop personality, talents and abilities)
Careers and Aspirations Activities	• Article 29 (Developing Talents and Potential)
Culture Day	• Article 30 (learn and use language, customs and religion), • Article 2 (Non-Discrimination)
Money Matters Activities	• Article 27 (Adequate Standard of Living), • Article 29 (develop personality, talents and abilities)
Oracy Events	• Article 12 (Respect for Children's Views), • Article 13 (Freedom of Expression)
Art Exhibitions and Celebrations of Learning	• Article 31 (leisure, play, art and culture), • Article 13 (Freedom of Expression)

Final Statement

Through curriculum learning, assemblies, collective worship and enrichment opportunities, pupils encounter children's rights in meaningful and age-appropriate contexts. This helps them develop an understanding of their rights, their responsibilities and their role as active members of their school, local community and the wider world.

The school's literature spine, curriculum subjects, assemblies, collective worship and enrichment opportunities all contribute to the development of these recurring rights themes, helping pupils understand themselves, others and their place in the wider world.