

unicef   
for every child

child  
rights  
schools

Rights

# ARTICLES IN ACTION

The UN Convention on the Rights of the Child in Irish school context.

# ABOUT THIS RESOURCE

- This resource illustrates how the [UN Convention on the Rights of the Child \(CRC\)](#) can provide a powerful **framework** to help articulate a school's vision, aims, ethos and everyday practice, alongside providing a **common language** that can be used by all stakeholders within the school community.
- **The resource focusses on the first 42 articles of the CRC** (articles 43-54 are about how adults and governments must work together to make sure all children can enjoy all their rights).
- For each article some **examples of links between the CRC article and the school context** have been made in terms of the school's **strategic work** and with regard to **pupil's learning and engagement with the wider world**.
- **Please note, whilst the Convention is relevant to all school settings (nursery, primary & secondary; mainstream and specialist provision)** some of the suggested links may not be applicable for pupils of particular ages or school settings and therefore should be **checked in advance** by teachers before their use.

[Slides 3](#) to 6 give more details about the CRC and the school context.

[Slide 7](#) explains how to use this resource.

[Slide 8](#) is an interactive table of articles 1-42 followed by an individual slide for each article.



# EVERY CHILD HAS RIGHTS...



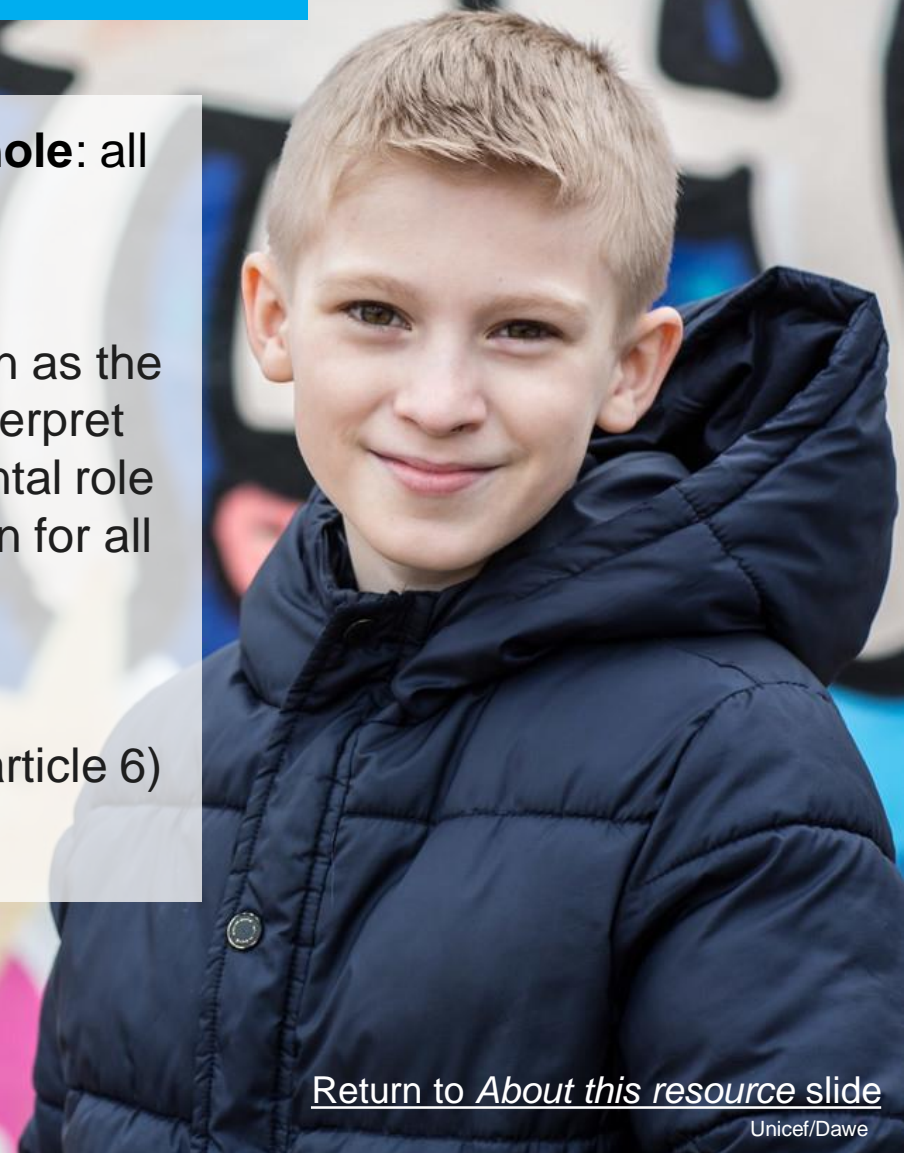
- **Every child has rights**, whatever their ethnicity, gender, religion, language, abilities or any other status.
- **The United Nations Convention on the Rights of the Child** (the Convention or CRC) is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. All UN member states except for [the United States](#) have ratified the Convention. The Convention came into force in Ireland in 1992.
- A **full version of the CRC** can be read [here](#) and a **summary version** [here](#).

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# THE CONVENTION & FOUR GENERAL PRINCIPLES

- **The Convention must be seen as a whole:** all the rights are linked and no right is more important than another.
- Four articles in the Convention are known as the **‘General Principles’** and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. They are:
  - non-discrimination (article 2)
  - best interest of the child (article 3)
  - right to life survival and development (article 6)
  - right to be heard (article 12)



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# THE CRC & THE SCHOOL CONTEXT

**The CRC can give a powerful framework and a common language to help shape the ethos and everyday practice of all schools.**

**EVERY** aspect of school life in supporting children and young people, whether it's in connection with:

- safety and protection
- health, well-being and welfare
- learning & longer term aspirations
- specialist support
- inclusion, equality and non discrimination
- pupil voice and participation
- attendance
- relationships with others
- extra-curricular activities
- local and global citizenship & environmental awareness

is underpinned by children's rights.



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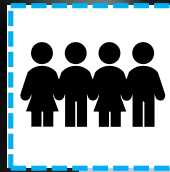


# THE CRC & THE SCHOOL CONTEXT



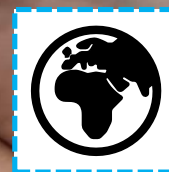
## STRATEGIC

- The best interests of children and young people at the heart of all decisions.
- School vision, aims, values, policies and jurisdiction initiative.
- Keeping children and young people safe and promoting health and well-being.
- Equality, equity and dignity for all.



## LEARNING

- Supporting pupils 'to be the best they can be'.
- Pupil's personalities, talents and abilities developed to the full.
- Engaging and empowering pupils in the *content* and the *how and why* of their learning and having their views listened to and taken seriously.



## WIDER WORLD

- Helping children and young people become active citizens of their local community and the wider world, now and in the future.
- Supporting children and young people's engagement with the wider world through the promotion of participation, campaigning, advocacy, sustainable development and responsible citizenship.

Non-discrimination, best interests, survival and development and participation

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# USING THIS RESOURCE

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- [Slide 8](#) is an interactive table of articles 1-42 followed by an individual slide for each article.
- Each slide has some examples of how the article may link to the school's strategic work and with regard to pupil's learning and engagement with the wider world. These examples are provided as a starting point for you to build upon, you may think of many more.
- Hyperlinks are included in some of the slides to particular resources - there are of course potentially many more resources!

# ARTICLES IN ACTION

## THE CRC & SCHOOL CONTEXT

Choose an article number from the [UN Convention on the Rights of the Child](#) and find examples of how this links to the school context.

<u><a href="#">1</a></u>	<u><a href="#">2</a></u>	<u><a href="#">3</a></u>	<u><a href="#">4</a></u>	<u><a href="#">5</a></u>	<u><a href="#">6</a></u>
<u><a href="#">7</a></u>	<u><a href="#">8</a></u>	<u><a href="#">9</a></u>	<u><a href="#">10</a></u>	<u><a href="#">11</a></u>	<u><a href="#">12</a></u>
<u><a href="#">13</a></u>	<u><a href="#">14</a></u>	<u><a href="#">15</a></u>	<u><a href="#">16</a></u>	<u><a href="#">17</a></u>	<u><a href="#">18</a></u>
<u><a href="#">19</a></u>	<u><a href="#">20</a></u>	<u><a href="#">21</a></u>	<u><a href="#">22</a></u>	<u><a href="#">23</a></u>	<u><a href="#">24</a></u>
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<u><a href="#">31</a></u>	<u><a href="#">32</a></u>	<u><a href="#">33</a></u>	<u><a href="#">34</a></u>	<u><a href="#">35</a></u>	<u><a href="#">36</a></u>
<u><a href="#">37</a></u>	<u><a href="#">38</a></u>	<u><a href="#">39</a></u>	<u><a href="#">40</a></u>	<u><a href="#">41</a></u>	<u><a href="#">42</a></u>

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# ARTICLE 1

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

Definition of the child

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Linking the school's vision and aims to the Convention.
- Using the Convention as a framework to map the school's provision to uphold and facilitate the rights of ALL pupils.
- Monitoring the impact of this provision to help inform school development plans and self evaluation.
- Policies: eg additional and specialist provision, anti-bullying and equality.
- Curriculum: eg exploring historical perspectives, eg the [Path to the CRC](#) and comparison of children and young people's rights in the past (eg Victorian era) and modern day.
- Introducing rights and the Convention through assemblies. Contact [rrsa@unicef.ie](mailto:rrsa@unicef.ie) for [Primary school assemblies](#) and [Secondary school assemblies](#).

### Learning and engagement with the wider world

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# ARTICLE 2

## Non-discrimination

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

### SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

#### Strategic

- Existing initiatives: eg Yellow Flag
- Policies: eg additional and specialist provision, anti-bullying, equality and inclusion.
- Disability access to the school.
- Equality of access to the curriculum for all pupils.
- Monitoring of discriminatory incidents.
- Monitoring of pupil participation rates in school extra-curricular activities.

#### Learning and engagement with the wider world

- Curriculum: eg civil rights, suffrage, the Holocaust and other genocides.
- School events: eg anti-bullying week, Black History Month, friendship week, diversity week, disability awareness week.
- Assemblies: eg celebrating different faiths, cultures and traditions, people who have campaigned against discrimination.
- School 'International Day' community event.
- See [Linking calendar events to rights](#) eg International Day for the Elimination of Racial Discrimination.
- [Link to UN Global Goals #5 & 10](#) and see [World's Largest Lesson](#).

# ARTICLE 3

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

Best interests of the child

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Strategic approach to pastoral care and support for vulnerable pupils.
- Existing initiatives: eg additional and specialist provision, well-being.
- Policies: eg special educational provision, child protection and safeguarding, pastoral care.
- Enabling 'pupil voice' to help determine best interests of the child.
- Role of specialist school staff.
- Liaison with external agencies.
- Home-school links (eg home-school agreements).
- Curriculum: eg learning about safety and well-being (SPHE) and exploring the role of governments, humanitarian agencies and charities in supporting the safety and well-being of children and young people (eg Citizenship, Geography, SPHE).
- Researching about and fundraising for, children and young people's charities.

### Learning and engagement with the wider world

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# 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.**

### SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

#### **Strategic**

- The role of adults in school as 'duty bearers' to uphold and facilitate the rights of children and young people.
- Provision of relevant training to staff to support their role as 'duty bearers'.
- Implementation of systems and monitoring to ensure that the education, safety, health and well-being of pupils are being met.
- Home-school links eg parent and carers information and workshop events, website information.
- Existing initiatives: eg additional and specialist provision, well-being.
- Policies: eg child protection and safeguarding, equality, professional standards.
- Curriculum: SPHE, Citizenship.
- Visits from external organisations eg child welfare charities, emergency services, health and social services.
- See [Linking calendar events to rights](#) eg World Day of Social Justice, United Nations Day and Human Rights Day.

#### **Learning and engagement with the wider world**

# 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.**

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Working in partnership with parents and carers on how pupil's safety, health and well-being and learning can be supported both at home and school.
- Role of parents and carers as stakeholders in the school community.
- Policies: eg community cohesion, e-safety, home-school agreement.
- Information and workshop events for parents and carers (eg careers, employment, internet safety).
- Pupil, parent and carer involvement to help determine the best interests of the child eg school reviews and inspections.
- Opportunities for parents and carers to visit the school (eg assemblies, parent-teacher meetings, celebratory event).
- Newsletters including links made between school life and the Convention.

### Learning and engagement with the wider world

- Joint pupil-parent/carers home learning activities.
- Intergenerational projects.
- Curriculum choices (eg examination course options).
- Careers education, information, advice and guidance.
- Pupil progress days/evenings for parents and carers.

# 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.**

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Linking the school's vision and aims to helping pupils develop their full potential.
- Key school initiatives which support pupil's well-being and realisation of their full potential (eg healthy living, 'resilience' in learning, provision of extra-curricular activities, support for mental health and well-being, including role of specialist staff).
- Existing initiatives: eg well-being.
- Policies: eg additional and specialist provision, child protection and safeguarding, drugs education, healthy eating, mental health and wellbeing.

### Learning and engagement with the wider world

- Curriculum: eg learning about how the right to life is supported through the health and emergency services (eg SPHE, Science), understanding the differences between 'wants and needs', see [Wants and Needs cards resource](#).
- Assemblies: contact [rrsa@unicef.ie](mailto:rrsa@unicef.ie) for Primary school assemblies and Secondary school assemblies.
- See [Linking calendar events to rights](#) eg World Food Day.
- [Link to several UN Global Goals](#) and see [World's Largest Lesson](#).



# 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.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- School's procedures for recording and registering pupil names.
- Policies: eg equality, GDPR, inclusion, privacy.
- Pastoral support and outreach: eg Home School Community Liaison

### Learning and engagement with the wider world

- Respecting people's names: linked to anti-bullying.
- Curriculum: eg celebrating names (meaning of names, famous names, birthday and name days), exploring family histories, learning about the origin of different names from around the world, naming rituals and ceremonies in RE, exploring circumstances where names have been changed (eg slave names) and when children might not be registered at birth (eg due to war, displacement, natural disasters); see [Teaching about Europe's refugees](#) and [Forced to Flee: Children on the Move](#) resources.

# 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.**

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Protocols for protecting pupil's identity, eg management of information systems.
- Staff training in child protection and safeguarding, data protection and GDPR.
- Oversight of school website and publications content (eg newsletters, prospectus) with regard to protecting pupil's privacy.
- Policies: eg child protection and safeguarding, data protection, e-safety, equality, GDPR, privacy.

### Learning and engagement with the wider world

- Curriculum: eg, exploring the nature of identity (eg SPHE, Citizenship, Geography, History, Religion) and learning about protecting identity on-line (e-safety).
- Assemblies: eg celebrating identity and diversity.
- Respecting people's identity: linked to anti-bullying, equality and non-discrimination.

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# 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, unless this could cause them harm.

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## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Child protection and safeguarding procedures, including staff training.
- Role of specialist support staff.
- Policies: eg child protection and safeguarding, pastoral care.
- School communication arrangements for parents who have separated.
- Ongoing initiatives: eg well-being.
- Liaison with external agencies.

### Learning and engagement with the wider world

- Curriculum topics: SPHE, Citizenship, English (eg fiction and non-fiction stories about separation from parents).
- Visits from external organisations eg emergency services, child welfare charities.



# ARTICLE 10

## Family reunification

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact both of them.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Policies: eg admissions, child protection and safeguarding, pastoral care.
- Support for children from overseas, including refugee children.
- Pastoral support and outreach (eg role of Home School Community Liaison).
- Liaison with external agencies.

### Learning and engagement with the wider world

- Learning about refugees, see [Teaching about Europe's refugees](#) and [Forced to Flee: Children on the Move](#) resources.
- See [Linking calendar events to rights](#) eg International Migrants Day and [World Refugee Day](#).

# ARTICLE 11

Abduction and non-return  
of children

**Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.**

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Policies: eg child protection and safeguarding, e-safety, preventing radicalisation
- Staff training (eg in connection with issues such as radicalisation, extremism, FGM)'.  
'
- Pastoral support and outreach (eg role of Home School Community Liaison).
- Liaison with external agencies.

### Learning and engagement with the wider world

- Curriculum: eg SPHE and Citizenship.
- Assemblies: eg covering issues connected to safeguarding.
- Visits from external organisations.

# ARTICLE 12

Respect for the views of  
the child

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

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## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Existing initiatives: eg Student Voice, well-being.
- Policies: eg learning, assessment, 'pupil voice'.
- Pupil involvement in school inspections and reviews.
- Opportunities for pupil participation and engagement in learning.
- Opportunities for pupil participation in the life of the school (eg school council, pupil leadership roles, staff recruitment process, policy reviews, representation on school management bodies).

### Learning and engagement with the wider world

- Curriculum: eg learning about democracy (eg Citizenship, History).
- Pupil led activities (in learning, school council, peer mentoring, peer mediation, ambassadorial roles, charity fund raising, campaigning).
- Pupil participation in UNICEF Ireland's Transition Year activism programme

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- See [Linking calendar events to rights](#) eg International Day of Democracy.

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# ARTICLE 13

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

Freedom of expression

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Existing initiatives: eg well-being.
- Policies: eg, child protection and safeguarding, curriculum, equality, e-safety, learning and SPHE.
- Expressive Arts provision within the curriculum.
- Resource provision eg library, pupil newspapers, online subscriptions.
- Opportunities to celebrate freedom of expression eg school art exhibition.
- Modelling democracy eg how school council representatives are elected.

### Learning and engagement with the wider world

- Respecting the views of others.
- Curriculum: eg class discussions and debates, creative writing, fake news and propaganda (eg Citizenship, English, History, Media Studies) learning about e-safety, persuasive writing, philosophy for children, pupil-led assemblies, research projects, role of art, drama and music.
- School publications and resources created by pupils.
- Showcasing of pupil's expressive arts work.
- Engagement with external events eg Model United Nations conferences.

# 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.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Policies: eg equality, Religion, SPHE, Ethical Education.
- Curriculum provision for SPHE, philosophy and ethics.
- School community support for different faiths and beliefs (eg availability of appropriate foods at lunch times, prayer spaces, school and parent/carer links).

### Learning and engagement with the wider world

- Curriculum: Citizenship, History, Philosophy and Ethics topics, Religion, Ethical Education.
- Assemblies; eg about different faiths, beliefs, cultures and traditions.
- School events celebrating particular religious and cultural events.
- School visits to different places of worship.
- Guest speakers from different faith and belief traditions.
- See [Linking calendar events to rights](#) eg World Religion Day.



# 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.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Policies: eg curriculum, extra-curricular, learning.
- Provision of extra-curricular clubs and activities.
- 'Vertical tutor groups' system.
- Monitoring of pupil participation in extra-curricular clubs and activities (identification of any groups of children and young people who may be missing out on these opportunities).
- Impact of additional funding (eg sports funding) in supporting pupil participation and engagement in clubs and activities.

### Learning and engagement with the wider world

- Curriculum: eg outdoors learning, expressive arts and PE activities, learning about groups of people who have effected/effect change through peaceful means (eg civil rights movement, trade unions).
- Cross curricular/phase projects within and between school communities.
- Engagement in extra-curricular clubs and activities.

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# 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.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Policies: eg child protection and safeguarding, data protection, e-safety, GDPR, intimate care, toileting.
- Protocols for protecting pupil's identity and information, eg management of information systems.
- Staff training about child protection and safeguarding, data protection and GDPR.
- Oversight of school website and publications content (eg newsletters, prospectus) with regard to protecting pupil's privacy.
- Parent/carers workshops about e-safety.

### Learning and engagement with the wider world

- Curriculum: eg learning about internet safety, stranger-danger, identity protection, SPHE.
- Role of pupil digital ambassadors in promoting e-safety.
- See [Linking calendar events to rights](#) eg 'Safer Internet Day'.

# 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.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Policies: eg child protection and safeguarding, curriculum, e-safety, learning, preventing radicalisation.
- Staff training (eg e-safety, preventing radicalisation).
- School resource provision (eg library, online materials).
- External specialist support.
- Implementation of careers information, education, advice and guidance.

### Learning and engagement with the wider world

- Curriculum; learning how to access reliable sources of information and avoiding 'fake news', understanding potential bias in the media, critical analysis of sources and academic referencing (subject areas could include ICT and Computing, English, Humanities and Media Studies).
- See [Linking calendar events to rights](#) eg 'International Right to Know Day'.
- [Link to UN Global Goals #s 2-4, 6-7 & 9-17](#) and see [World's Largest Lesson](#).

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# 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.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Working in partnership with parents and carers on how pupil's safety, health and well-being and learning can be supported both at home and school (eg home school agreements).
- School communication systems to parents and carers re: support available for pupils and how to access this if required (eg careers guidance, health and wellbeing, specialist needs).
- Pupil and parent and carers involvement to help determine best interests of the child
- Opportunities for parents and carers to visit the school (eg assemblies, celebratory events, pupil progress days/evenings, workshops and information events).

### Learning and engagement with the wider world

- Opportunities for home based learning activities between pupils and parents/carers.
- [Link to UN Global Goals #s 4, 5 & 8](#) and see [World's Largest Lesson](#).

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# ARTICLE 19

Protection from violence,  
abuse, neglect and bad  
treatment

**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.**

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Existing initiatives: eg well-being.
- Policies: eg child protection and safeguarding, e-safety.
- Child protection and safeguarding training for staff.
- Monitoring of effectiveness of child protection and safeguarding procedures.
- Involvement of external agencies.
- Links to related school events (eg 'anti-bullying week').

### Learning and engagement with the wider world

- Curriculum: eg learning about keeping safe (eg SPHE, ICT & Computing, PE, Science), Geography (eg child labour) and History (eg children in Victorian era).
- See [Safe to Learn activity](#).
- See [Linking calendar events to rights](#) eg 'International Day of Non Violence'.
- [Link to UN Global Goals #s 1-5, 8, 11 & 16](#) and see [World's Largest Lesson](#).



# ARTICLE 20

Children unable to live with  
their family

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Existing initiatives: eg well-being.
- Policies: eg 'child protection and safeguarding, pastoral care.
- Children in care support and monitoring of pupil's academic progress, well-being and attendance.
- Roles of specialist support staff eg designated teacher.
- Liaison with external agencies.

### Learning and engagement with the wider world

- Pupil engagement with personal education plan.
- [Link to UN Global Goals #s 1](#) and see [World's Largest Lesson](#).

# ARTICLE 21

## Adoption

Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

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## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Policies: eg child protection and safeguarding, children in care, pastoral care.
- Support for children becoming adopted, as appropriate and monitoring of their academic progress, well-being and attendance as appropriate with due regard to privacy and confidentiality.

### Learning and engagement with the wider world

- Curriculum: eg SPHE
- [Link to UN Global Goals # 16](#) and see [World's Largest Lesson](#).

# ARTICLE 22

## Refugee children

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Policies: eg child protection and safeguarding, pastoral care, children in care.
- Support and provision for refugee children (eg pastoral care, safeguarding, additional specialist support, as appropriate).

### Learning and engagement with the wider world

- Curriculum: learning about refugees in the past (eg Geography, History and English/Literacy topics) and present, famous refugees, using [Teaching about Europe's refugees](#) and [Forced to Flee: Children on the Move](#) resources.
- Assemblies: eg contact [rrsa@unicef.ie](mailto:rrsa@unicef.ie) for Primary school assemblies and Secondary school assemblies.
- See [Linking calendar events to rights](#) eg 'World Refugee Day'.

# ARTICLE 23

Children with a disability

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to provide support to disabled children and their families.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Existing initiatives: additional and specialist provision, well-being.
- Policies: eg disability, inclusion, intimate care, medical.
- Nature of provision: eg role of specialist staff.
- Strategic approaches to inclusion (within both mainstream and specialist provision settings).
- Liaison with external agencies.
- School inspections and reviews.

### Learning and engagement with the wider world

- Curriculum: eg communication strategies, use of augmented assisted communication technology, History, PE (eg Paralympics), SPHE.
- Systematic and consistent use of [UNCRC symbols](#), as appropriate.
- [Linking calendar events to rights](#) eg 'Autism Awareness day', 'International Day of Persons with Disabilities'.
- Links with other schools (mainstream and/or specialist provision) and charities.

# 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.

### SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

#### Strategic

- Existing initiatives: eg curriculum, well-being.
- Policies: eg health and safety, healthy eating, medical, mental health and well being, physical education, premises, school travel plan.
- Healthy schools initiative.
- Strategic oversight of physical education (eg PE curriculum allocation, sports premium, sports clubs and activities, 'daily mile').
- Support for mental health and well-being (eg role of specialist staff).
- Liaison with external agencies.

#### Learning and engagement with the wider world

- Curriculum: eg SPHE and Science (eg learning about healthy eating and living, mental health and well-being, health care provision such as vaccinations and environmental issues such as air pollution).
- See [Linking calendar events to rights](#) eg 'World Water Day' and 'World Mental Health Day'.
- [Links with UN Global Goals, #s 1,2,3,6,7, 13, 14 & 15](#) and see [World's Largest Lesson](#).



# ARTICLE 25

Review of treatment in care

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, the way they are cared for and their wider circumstances.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Existing initiatives: eg well-being.
- Policies: eg child protection and safeguarding, children in care, pastoral care.
- Children in care support and monitoring of pupil's academic progress, well-being and attendance.
- Roles of specialist support staff eg designated teacher.
- Liaison with external agencies eg TUSLA

### Learning and engagement with the wider world

- Exploring what is meant by advocacy and how it supports children's and young people's rights (SPHE, Citizenship).
- [Links with UN Global Goals, #3](#) and see [World's Largest Lesson](#).

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# 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.

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### SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

#### Strategic

- Existing initiatives: eg well-being.
- Policies: eg educational visits.
- Support for pupils: eg school uniform, breakfast clubs, specialist equipment.
- Support for parents: eg information and workshops about social security benefits, housing and accommodation.

#### Learning and engagement with the wider world

- Curriculum: eg Citizenship, SPHE.
- Link to Ireland wider community eg role of local services, food banks, charities.
- See [Linking calendar events to rights](#) eg 'International Day for the Eradication of Poverty'.
- [Links with UN Global Goals #s 1, 5 & 10](#) and see [World's Largest Lesson](#).

# 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.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Existing initiatives: DEIS, well-being.
- Policies: eg school trips and visits.
- School's provision eg breakfast club, use of pupil premium funding, fruit at break times, financial support for school trips and visits.
- Role of Home School Community Liaison.
- Parent workshops and information sessions.

### Learning and engagement with the wider world

- Curriculum: similarities and differences in standard of living in different eras within Ireland and around the world and similarities and differences in standard of living between Ireland and other countries (English, Geography, History, ICT, Maths).
- Link to Ireland wider community eg role of local services, food banks, charities.
- Opportunities for advocacy and campaigning on local issues.
- See [Linking calendar events to rights](#) eg 'World Habitat Day' (links to right to adequate shelter).
- [Links to several UN Global Goals eg #s 1,2, 5 &10](#) and see [World's Largest Lesson](#).

# ARTICLE 28

Right to an 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. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Existing initiatives: curriculum.
- Policies: eg attendance, behaviour\*, child protection & safeguarding\* (\*linked to safety/dignity).
- Supporting and monitoring pupil attendance.
- Approaches to behaviour management: promoting behaviour for learning, positive behaviour and restorative practice and linking these to upholding children's dignity and their rights.

### Learning and engagement with the wider world

- Curriculum: learning about education in different eras within Ireland (History), between different countries in the world (Geography) and issues such as campaigning for gender equality in education (eg Malala Yousafzai).
- Engagement with external organisations and charities supporting children's education around the world.
- See [Linking calendar events to rights](#)
- [Links to UN Global Goals #s 1, 4, 5, 6-9, 11, 12, 14, 15 & 17](#) and see [World's Largest Lesson](#).

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# 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.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Existing initiatives: curriculum, Green Schools.
- School mission, values and aims linked to article 29.
- Policies: eg curriculum, environmental policies (eg energy saving, recycling, sustainability), ethical procurement, learning, subject/key stage.
- Curriculum planning, including with regard to extra-curricular provision.
- Linking school learning initiatives to supporting pupils 'to be the best they can be'.

### Learning and engagement with the wider world

- Curriculum: pupils using strategies to support their learning (eg 'growth mindset', thinking skills, assessment targets), opportunities for curriculum enrichment and extension, learning about human rights (eg Citizenship, History, SPHE) and the environment (eg Geography & Science, Eco & Forest School activities, gardening clubs).
- How [charters](#) and [features of a rights respecting classroom](#) can help support the right to learn.
- Opportunities to participate in a wide range of extra-curricular activities.
- See [Linking calendar events to rights](#) eg 'World Book Day', and [Links to UN Global Goals, eg #s1-9 & 11-16](#) and see [World's Largest Lesson](#).



# ARTICLE 30

Children from minority 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.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Policies; eg community cohesion, Equality, Inclusion, SPHE.
- School communications in different languages for parents and carers.
- Specialist support for children.

### Learning and engagement with the wider world

- Curriculum: learning about different languages, customs and religions (eg English, Geography, History, Modern Foreign Languages, Religion, Ethical Education).
- Assemblies: eg celebrating different languages, customs, faiths, festivals and cultural events.
- Community events.
- See [Linking calendar events to rights](#) eg 'International Mother Language Day'.
- [Links to UN Global Goals, eg #s 4, 10, 11, 13 & 16](#) and

see [World's Largest Lesson](#).

# ARTICLE 31

Leisure, play and culture

Every child has the right to relax, play and take part in a wide range of cultural activities.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Jurisdiction initiatives: eg Be Active, well-being.
- Policies: eg curriculum, school trips and visits, subject policies (eg PE, Art, Music, Drama), sports premium.
- School clubs, activities and trips.
- Promotion and support of mental health and well being.

### Learning and engagement with the wider world

- Pupil engagement with school clubs, sports, trips, visits and other activities.
- Curriculum: eg learning about mental health and well-being (eg 'mindfulness', SPHE), PE (eg Olympics and Paralympics, sports, role of sports technology).
- Opportunities for pupils to engage with the expressive arts and sports.
- Visits from outside speakers and presenters.
- Links to 'Creative Schools'.
- See [Linking calendar events to rights](#) eg 'International Day of Friendship'.
- [Links to UN Global Goals, eg #s 3, 4, 11 & 16](#) and see [World's Largest Lesson](#).

# ARTICLE 32

## Child labour

**Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.**

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Existing initiatives: eg well-being.
- Policies: eg child protection and safeguarding, drugs education.
- Staff training in child protection and safeguarding.
- Pastoral system in place to identify any issues arising and provision of necessary intervention and support to ensure children's safety and well-being.

### Learning and engagement with the wider world

- Curriculum: eg in subject areas such Citizenship, English, Geography, History, Textiles; [defining child labour](#), child labour in the past (eg transatlantic slavery, Victorian era) and present (eg modern day slavery).
- How Fair Trade can help protect children from exploitation.
- See [Linking calendar events to rights](#) eg 'World Day against Child Labour'.
- [Links to UN Global Goals eg 2-6, 8 & 16](#) and see [World's Largest Lesson](#).

# ARTICLE 33

**Governments must protect children from the illegal use of drugs and from being involved in the production and distribution of drugs.**

Drug abuse

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Jurisdiction initiatives: eg well-being.
- Policies: eg child protection and safeguarding, drugs education, exclusion, medical, SPHE, science.
- Proactive strategies to help keep pupil's in school to minimise exclusions and exposure to risks.
- Curriculum planning: eg drugs education programme, SPHE.
- Role of specialist staff.
- Liaison with external agencies.

### Learning and engagement with the wider world

- Curriculum: drugs education (eg Citizenship, SPHE, Science), misuse of drugs in the world of sport (PE).
- Visits by external organisations and agencies.
- [Links to UN Global Goals, eg #s 3, 4, 11 & 16](#) and see [World's Largest Lesson](#).

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# ARTICLE 34

**Governments must protect children from all forms of sexual abuse and exploitation.**

Sexual exploitation

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### **Strategic**

- Jurisdiction initiatives: eg well-being.
- Policies: eg child protection and safeguarding, e-safety, SPHE.
- Staff training on child protection and safeguarding.
- School procedures (eg safer recruitment).
- Information and guidance for parents and carers.
- Liaison with external agencies.

### **Learning and engagement with the wider world**

- Curriculum: learning about keeping safe and reporting concerns (eg within school and via NSPCC, Childline) - e-safety and appropriate use of social media, engagement with child protection programmes and SPHE.
- Visits by external organisations and agencies.

# ARTICLE 35

Abduction, sale and  
trafficking

**Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.**

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Jurisdiction initiatives: eg FBV, well-bring.
- Policies: eg child protection and safeguarding, e-safety.
- Staff training on child protection and safeguarding.
- Liaison with external agencies.
- Information and guidance for parents and carers.

### Learning and engagement with the wider world

- Curriculum: eg History (eg transatlantic slavery) and Citizenship, Geography, PSE/PSHE (eg modern day slavery), campaigns against slavery.
- See [Linking calendar events to rights](#) eg 'International Day for the Abolition of Slavery'.
- [Links to UN Global Goals, eg #s 5, 8, 11 & 16](#) and see [World's Largest Lesson](#).

# ARTICLE 36

Other forms of exploitation

Governments must protect children from all other forms of exploitation, for example, the exploitation of children for political activities, by the media or for medical research.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Existing initiatives: eg well-being.
- Policies: eg e-safety, child protection and safeguarding, data protection, visitors
- Staff training on child protection and safeguarding, e-safety, data protection.

### Learning and engagement with the wider world

- Curriculum: learning about e-safety (ICT & Computing, SPHE), dangers of propaganda and 'fake news' (Citizenship, History, Media Studies).
- [Links to UN Global Goals, eg #s 4, 5, 6, 8, 11 & 16](#) and see [World's Largest Lesson](#).



# ARTICLE 37

Inhumane treatment and detention

Children must not be tortured, sentenced to the death penalty or suffer cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Policies: eg child protection and safeguarding.
- Liaison with external agencies.

### Learning and engagement with the wider world

- Curriculum: children and young people's rights in the past (English, History) and present day.
- Activities and resources linked to external organisations eg Amnesty International.
- [Links to UN Global Goals, eg #s 5, 8, 11 & 16](#) and see [World's Largest Lesson](#).

# ARTICLE 38

War and armed conflicts

**Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and conflicts.**

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Policies: eg child protection and safeguarding, prevention of radicalisation.
- Pastoral care for those pupils affected by war and conflict.
- Role of specialist support staff.
- Liaison with external agencies.

### Learning and engagement with the wider world

- Curriculum: 'Child soldiers'; see [Secondary school assemblies](#) resource.
- See [Linking calendar events to rights](#) eg World Peace Day.

# ARTICLE 39

Recovery from trauma and  
reintegration

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Existing initiatives: eg well-being.
- Policies: eg child protection and safeguarding, inclusion, medical, pastoral care
- Pastoral support, nurture groups, provision for vulnerable children and young people.
- Role of specialist support staff.
- Liaison with external agencies.

### Learning and engagement with the wider world

- Curriculum: the work of governments, healthcare organisations, humanitarian agencies and charities in helping children who have experienced neglect, abuse, exploitation, torture or who are victims of war (Citizenship, Geography, History, SPHE).
- [Links to UN Global Goals, eg #s 5, 8 & 16](#) and see [World's Largest Lesson](#).

# ARTICLE 40

## Juvenile justice

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Policies: eg child protection and safeguarding, drugs education, exclusion.
- Proactive strategies to help keep pupil's in school to minimise exclusions and exposure to risks.
- Citizenship programme of study.
- Role of specialist support staff.
- Liaison with parents and carers and external agencies.

### Learning and engagement with the wider world

- Curriculum: eg understanding the Irish legal system (Citizenship, PSHE).
- External speakers (eg the police, lawyers, children and young people's welfare organisations).
- See [Linking calendar events to rights](#) eg 'International Youth Day'.
- [Links to UN Global Goals, eg #s 4 & 16](#) and see [World's Largest Lesson](#).

# ARTICLE 41

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

Respect for higher national standards

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Ensuring that all statutory requirements are met - monitoring and evaluation.
- Jurisdiction initiative: eg school improvement (exploring best practice).

### Learning and engagement with the wider world

- Curriculum: exploring particular Irish laws (Citizenship, History) and how these compare with other countries.

# ARTICLE 42

**Governments must actively work to make sure children and adults know about the Convention.**

Knowledge of rights

## SUGGESTED LINKS BETWEEN THE CRC ARTICLE & THE SCHOOL CONTEXT

### Strategic

- Policies: specific articles of the Convention to school policies.
- Promoting the Convention to all stakeholders in the school community.
- Staff training eg [Myths and Misconceptions about the CRC.](#)

### Learning and engagement with the wider world

- Teaching and learning [about rights](#), [through rights](#) and [for rights](#).
- Understanding the nature of rights; [Wants and Needs activities](#) and [The 'ABCDE of rights'](#).
- [Features of a Rights Respecting Classroom.](#)
- [Primary school assemblies](#) and [Secondary school assemblies.](#)
- [Thinking rights: secondary resource.](#)
- Use of [UNCRC symbols.](#)
- [Linking calendar events to rights.](#)
- [Links to UN Global Goals, eg #s 4 & 16](#) and see [World's Largest Lesson.](#)

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# OTHER ACRONYMS USED

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SPHE

Social Personal and Health Education Curriculum



