SMSC at Park Community School

Spiritual, moral, social and cultural education at PCS.

Aims:

To provide spiritual, moral, social and cultural education at Park Community School which is underpinned by the ethos and values of the school community and driven by the overall themes of 'Autonomy, achievement and resilience'.

Multiple opportunities are woven through different curriculum areas and are explicit in their coverage through the SMSC mapping in this document. The areas covered are:

- Risk
- Britishness
- Bullying types
- Rights Respecting and Responsibilities UN articles (see appendix)

Context:

The spiritual, moral, social and cultural needs of students at Park Community are addressed throughout a rich curriculum matched with the Ofsted guidance 2014 (see appendix). Each of these areas are explicitly linked through over-arching half termly themes which are then divided into topical weekly themes and delivered under the SMSC curriculum through year assemblies, SLT assemblies, family assemblies, butterfly broadcasts, P4C, mentoring, challenge days and amphitheatre to create a cohesive and meaningful curriculum. The content of all interventions and curriculum content is cross referenced to PSHE/citizenship, wellbeing and RRR UN articles (see appendix).

Matched curriculum areas:

Ethics and Philosophy
RE
English
Humanities
Modern Foreign Languages
Star Curriculum
Stem
Science
PE
Maths
Assembly programme including P4C and RRR
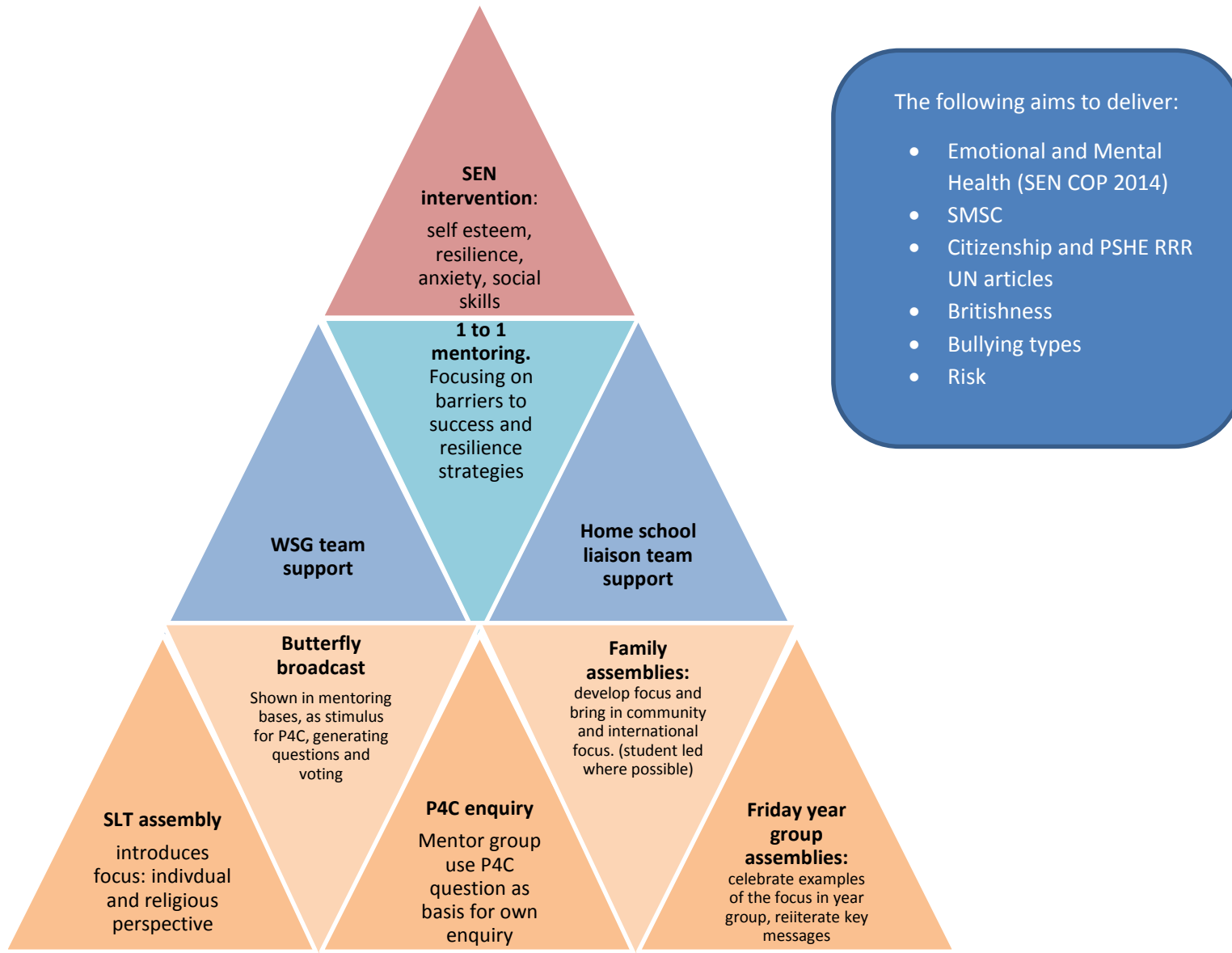

Quality assurance and evaluation:

The SMSC curriculum will be quality assured and evaluated in the following ways:

- Student interviews
- Student surveys via survey monkey (Challenge days, external interventions,)
- Baseline attitudinal student surveys via survey monkey, to be followed by regular follow up surveys (to assess change in attitudes and impact of specific themes)
- Year 11 exit survey
- RRR sample surveys
- Internal inspections

Priority areas 2014-15:
1. Create QA baseline and end of theme attitudinal surveys.
2. Update cross curricular map for matched areas to ensure in-depth coverage in light of SMSC Ofsted Guidance September 2014 and student needs.

Autonomy and Resilience Curriculum

SEN intervention: self esteem, resilience, anxiety, social skills

1 to 1 mentoring. Focusing on barriers to success and resilience strategies

WSG team support

Home school liaison team support

Butterfly broadcast Shown in mentoring bases, as stimulus for P4C, generating questions and voting

Family assemblies: develop focus and bring in community and international focus. (student led where possible)

SLT assembly introduces focus: indivdual and religious perspective

P4C enquiry Mentor group use P4C question as basis for own enquiry

Friday year group assemblies: celebrate examples of the focus in year group, reiiterate key messages

The following aims to deliver:

- Emotional and Mental Health (SEN COP 2014)
- SMSC
- Citizenship and PSHE RRR UN articles
- Britishness
- Bullying types
- Risk

Overview of assembly structure

	Monday	Tuesday	Wednesday	Thursday	Friday
Mentoring Time 8.30-8.50	Reading 1 to 1 mentoring	Reading 1 to 1 mentoring	Reading 1 to 1 mentoring	Reading 1 to 1 mentoring	Numeracy Challenge
Assembly/ Mentor slots (M,W,Th,F 1.2—1.45 Tues 1.15-1.40)	SLT assembly: introduces focus for week Yrs 7,8,9: Sportshall Yrs 10 & 11: Theatre	Amphitheatre in families OR Butterfly Broadcast and generating P4C questions with mentors 1 of paired mentors to mentor 1 to 1 or small groups	Family assembly (Nelson and Brunel) OR P4C enquiry (Dickens and Austen)	Family Assembly (Dickens and Austen) OR P4C enquiry (Nelson and Brunel)	Year Group assembly
Progress Leaders	Open and close assemblies	Monitoring mentoring and Butterfly	Monitoring and supporting P4C enquiries	Monitoring and supporting P4C enquiries	Lead assemblies
Family Leaders	NA	Supporting amphitheatres	Leading assembly OR With own mentoring groups	Leading assembly OR With own mentoring groups	NA

Half-termly and weekly themes-each termly theme is linked explicitly to SMSC Ofsted guidance and drives the weekly topics.

Relationships Sept/Oct	Morality Nov/Dec	Politics Jan/Feb
A Fresh Start:-8th Sept	What is morality?:-3rd Nov	Types of government/ monarchy:-5th Jan
Self Esteem and relationships:-15th Sept	Justice: our sense of right and wrong:-10th Nov	Democracy- Voting: influencing society:-12th Jan
Personal values and beliefs:-22nd Sept	Taking a stand: why are some people willing to die for their beliefs?:-17th Nov	Informed opinions and actions:-19th Jan
Friendship:-29th Sept	Why are some people willing to die for their beliefs?:-24th Nov	Making a difference:-26th Jan
Bullying:-6th Oct	War- is it ever ok?:-1st Dec	Sexual well-being:-2nd Feb
Managing stress:-13th Oct	Sexual well-being:-8th Dec	Media and critical reading:-9th Feb
Being kind: community spirit:-20th Oct	Media and critical reading:-15th Dec	
Tolerance Feb/March	**Communication April/May**	**Futures June/July**
Islamaphobia:-23rd Feb	First impressions count:-20th April	Managing money:-1st June
Eastern Europeans: immigration:-2nd March	Literacy- it's a non-negotiable:-27th April	Where could I be? Aspirations:-8th June
Disability:-9th March	Social media:-4th May (BH Monday)	What inspires you?:-15th June
Sexism:-16th March	Relationships and Sexual well-being:-11th May	Role models:-22nd June
Gender and Sexuality:-23rd March	Media and critical reading:-18th May	Decision making:-29th June
Media and critical reading:-30th March		Sexual well-being:-6th July
		Media and critical reading:-13th July

Overview of RE curriculum years 7 and 8 (further links shown on assembly rota)

Year group	Term 1 Autumn	Term 2 Spring	Term 3 Summer
Year 7	**The Island**- Pupils explore concepts such as community and tradition common to many religious traditions and human experience in general. They are offered the opportunity to explore what these concepts mean to them as individuals and the society in which we live.	**Equality**- Pupils will explore how women's rights have varied across time and countries. **The Media**- Pupils will examine the impact, role and use of the media in relation to religion and associated issues.	**Standing up for your beliefs**- Pupils will explore how and why people have stood up for what they believe in. The focus is on religion and the environment with a case study looking at Chico Mendez.
Year 8	**Being Human**- Pupils will explore some of the big questions facing human beings such as why are we here. Is there a purpose to existence? They will begin to examine arguments for and against the existence of God. Pupils will be encouraged to explore and form their own responses to these questions.	**Human Footprint**- Pupils will explore the impact of war on people's lives thinking about the concept of 'sacrifice' within Christianity. In particular they will investigate the lives of Christian prisoners of war and those who gave their life for their beliefs in this period. Pupils will have the space to consider their own most deeply held beliefs and what they are prepared to stand up for.	**Extreme World**- Pupils will take an in-depth look at Islam followed by an investigation into the rise of radical groups within Islam and Christianity and how religious believers are fighting back against such interpretations of their faith. Pupils are asked to consider what role the media has in portraying religious traditions and to what extent this portrayal and more extreme groups in general are an accurate reflection of the religious tradition.

Overview of Ethics and Philosophy curriculum years 9, 10 and 11 (further links shown on assembly rota)

Year Group	Term 1 Autumn	Term 2 Spring	Term 3 Summer
Year 9	**Buddhism A Journey to Happiness?** - Students explore the basic beliefs of Buddhism and to what extent these might hold the key to living a good life. They will be given the opportunity to respond to the ideas of this religion and explore whether these can be applied to non-religious believers.	**Islamaphobia**- Students will explore attitudes towards Islam and Muslims in the U.K and the role of the media in this.	**The Kite Runner**- Students will explore the links between the U.K and Afghanistan through the film the 'Kite Runner' investigating a range of issues including refugees, ethnicity, drugs and conflict.
Year 10	**Marriage and Community**- Students will explore issues of relationships and family with a particular focus on Christian and Muslim attitudes. They will investigate the changing nature of the family in the U.K today.	**Tolerance, politics and community**- This unit looks at the place and role of religion in British society today. They will also explore different political systems both religious and secular and the types of communities that these systems create.	**Money matters**- This unit explores the role of money and wealth in society, how different religious traditions view this and how they put these beliefs into practice.
Year 11	**Sanctity of Life**- Students begin this unit by investigating attitudes towards abortion and euthanasia. They are then able to choose which issue they would like to focus on for independent research with a focus on whether the current legal guidelines in the U.K should remain or change.	**Capital Punishment**- This unit focuses on the debate as to whether the death penalty should be brought back to the U.K.	**Animal Testing**- Animal testing is widely used in the U.K for both medical and cosmetic purposes. Students will consider different religious responses to this question before having the opportunity to develop their own personal response.

Autumn term 2 assembly themes-showing how the weekly themes link into the various interventions throughout the week.

Morality						
Week beg	**Weekly Focus**	**Monday SLT**	**Tuesday Butterfly**	**Family assembly**	**P4C**	**RE: 7&8** **EP 9,10,11**
Monday 3rd November	Justice linking to 'Britishness'.	Aren't we lucky that we have our British justice system? (compare with other justice systems)	If you think you are right, can you develop an argument that would persuade others or stand up in court?	That's not fair! Is it always worth the argument? **Article 5:***Governments must respect the rights and responsibilities of parents to guide and advise their child so that, as they grow, they learn to apply their rights properly.*	When you do wrong, should you admit it? What do we mean by a fair trial? Can we rely on the British justice system to support us?	7:The Island 8:Being Human 9: Buddhism 10: Marriage Community 11: Sanctity of life
EFFORT						
Monday 10th November	Morality-what is it, does it feature at times of war?	Why do children as young as me go to war?	Armistace	Can my morals and the way I act affect others in my community? Link to war. *Article 38; Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.*	If someone has strong morals, are they always right? Why do people sometimes do things that they know are wrong?	7:The Island 8:Being Human 9: Buddhism 10: Marriage Community 11: Sanctity of life
Control OF THOUGHTS ABC						
Monday 17th November	Taking a stand	Believing in something so much that you have to do something about it. Link	Do what you have always done and you will get what you have always had.	If it is only me that makes a change, will it make a difference to the big picture? **Article 12:***Every child has the right to say what they think in all matters*	Can a small change make a big difference? Why do people resist	7:The Island 8:Being Human 9: Buddhism 10: Marriage

	to voting/government. Democracy versus Dictatorship	Making positive changes.	*affecting them, and to have their views taken seriously.*	change?		Community 11: Sanctity of life.

OPTIMISM						

| Monday 24th November | Why are some people willing to die for their beliefs? | Tiananmen square, suicide bombers; why would people do that? | You don't have to die for what you believe in, but you can feel just as strongly about something. | Child soldiers, are they brainwashed? How can we avoid doing something that may endanger us?

Article 38:·*Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.* | Can we deal with differences without resorting to violence? How/what do people feel when they decide to put their lives in danger for a cause they believe in? | 7:The Island
8:Being Human
9: Buddhism
10: Marriage
Community
11: Sanctity of life |

EFFORT AND ABC						

| Monday 1st December | War: is it ever the right thing to do? | Who are the real victims of war, does the suffering end when the war is over? | Who can justify war and who decides when Britain goes to war? | What about the wars that we never hear about? Do these go on?

Article 39:*Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.* | How are victims of war helped?

How does it feel to live through a war?

Will wars ever cease for good? | 7:The Island
8:Being Human
9: Buddhism
10: Marriage
Community
11: Sanctity of life |

THRIVING IN ADVERSITY						

| Monday 8th December | How does our morality influence choices in | Choosing friends; should we go with our hearts or our heads? | How can we be ourselves and not go with the | Choosing the right path when influenced by the crowd, with reference to going out and having fun in the community. | Do we attract people with similar morals?

What happens when | 7:The Island
8:Being Human
9: Buddhism |

	relationships?		crowd. (peer pressure)	*Article 31: Every child has the right to relax, play and join in a wide range ofcultural and artistic activities.*	morals clash in a relationship? Would stronger morals mean you choose with your head?	10: Marriage Community 11: Sanctity of life.
	THRIVING IN ADVERSITY/Control of thoughts					
Monday 15th December	Media and critical reading. Propaganda	Can you believe everything you read or see?	Do different media types have different morals? Link to sensationalism in the tabloids.	How can the community be affected by misrepresentation in the media? **Article 17:***Every child has the right to reliable information from the massmedia. Television, radio, newspapers and other media shouldprovide information that children can understand. Governmentsmust help protect children from materials that could harm them.*	Can we trust what we see and read? Are some types of information more reliable than others? (weather news more reliable than celebrity news?)	7:The Island 8:Being Human 9: Buddhism 10: Marriage Community 11: Sanctity of life
	OPTIMISM					

Challenge day overview-showing the dates throughout the year where challenge days fall what is covered and who is responsible for each area.

Date	Activity	Year Group			
4th September	Family time - Ready to learn **All**				
5th September	Sports Day Family time – **All**				
	Year 7	Year 8	Year 9	Year 10	Year 11
22snd October	Star – Y7- the world around me.	Working life Y8 SCo/EMu	Y9 – Risky behaviour HAi	Living safely – Y10-HAi	Y11 –ARE Revision
8th January				PMNW-HAi	
29th January	Star – Y7 -tbc	Y8 The law and me (Hai).	Money – Y9 Making my point-campaigning	Big Conversation Y10 EBP/EMu	**Y11 –** Europe and the EU **-HAi**
1st April	Star – Y7-tbc	Y8 Healthy lifestyles-how does media affect us? HAi/Are	**Y9 – LBGT Stereotypes-bullying. HAi**	Mock Interviews Y10 EBP/EMu	Y11 Life skills- making literacy count. ARe
29th June Work Experience	**WEX – Y10s**				

	Monday (13th)	Tuesday (14th)	Wednesday (15th)	Thursday (16th)	Friday (17th)
Year 7	Title: **Summer Fayre** Objectives: PL focus: TiC: **MTo/RDa** **IA: Year 3 and 4 students**	Title: **Hygiene and health coping with emotions.** Objectives: PL focus: TiC: **IA:**	Title: **Science and Art** Objectives: PL focus: TiC: **TSh** IA: Parents	Title:**French trip** Objectives: PL focus: TiC: **CHu**	Title: **French trip** Objectives: PL focus: TiC: **CHu**
				Title: **Trainers-** Objectives: link to enterprise and budgeting. PL focus: TiC: **JCp** **IA: Apprentice style panel**	Title: **Trainers** Objectives:link to enterprise and budgeting. PL focus: TiC: **JCp** **IA: Apprentice style panel**
Year 8	Title:**Safety** Objectives: PL focus: TiC: **ARe**	Title: Creating my own **Law** Objectives: PL focus: TiC: **HAi**	Title: Objectives: PL focus: TiC: **HAi** **IA:**	Title: **Crystal Maze** Objectives: PL focus: TiC: **ABi** **IA: Year 6 students**	Title: **Energy** Objectives: PL focus: TiC: **PGr**
Year 9	Title: **Crime, alcohol and drugs- revisited** Objectives: PL focus: TiC **HAi** **?**	Title: **C4 day** Objectives: PL focus: TiC:	Title: **Local tours** Objectives: PL focus: TiC:**CMa** **IA: Rep from tourist board/local council to create panel**	Title: **Local tours** Objectives: PL focus: TiC: **CMa** **IA: Rep from tourist board/local council to create panel**	Title: **Working life** Objectives: PL focus: TiC:**SCo**
Year 10	Title Law Objectives: PL focus: TiC: **Hai**	Title: **Taster Day** Objectives: PL focus: TiC: **SCO**	Title:**Responding appropriately** Objectives: PL focus: TiC:**HAi**	Title: **Art exhibition** Objectives: PL focus: TiC: **STo** **IA: Local councillors/rep from The Spring/Making Spaces**	Title: **Art exhibition** Objectives: PL focus: TiC: **STo** **IA: Local councillors/rep from The Spring/Making Spaces**

Mentor – a positive role model

The role

To ensure…..

The wellbeing, happiness and success of all students within a mentoring group.

To monitor and take appropriate action

1. Attendance of mentees (contacting home when appropriate)
2. Progress of mentees (using appropriate 1 to 1 mentoring time and recording, contact home liaison with subject teachers and progress leaders)
3. Behaviour (Celebrating good and highlighting bad) of mentees (contacting home, completing reports, referrals, monitoring green reports)
4. Nominate students for Star of the Week in KS3 assemblies.
5. **Assemblies**
- Meet groups as soon as is possible at the venue, ensuring quiet and orderly entry/seating of the group.
- Monitor behaviour during assembly (taking appropriate action; reward, warn, move, set punishment)
- Prepare class assembly on the appropriate weekly theme.

6. **R.R.R time**
- To highlight the Right (showing the Butterfly Broadcast/clip, article.)
- Set up the group/class P4C discussion.
- Ensure class statement on the issue/Right is placed on Family Portal
7. Morning mentoring time: One to one mentoring, encouraging reading whether through accelerated reader or other reading time, supporting numeracy time on Fridays.

To liaise appropriately with relevant parties;

Students, parents, subject teachers, progress leaders, WSG, attendance officers, CPO

(Please see further clarification on more detailed 'Role of Mentor' document)

14

Appendix: Links to Ofsted

Spiritual, moral, social and cultural education and Ofsted:

84. An important aspect of the overall effectiveness judgement is a consideration of how well the school contributes to the promotion of the students' spiritual, moral, social and cultural development.

Spiritual, moral, social and cultural development

85. All schools should be promoting students' spiritual, moral, social and cultural (SMSC) development and suitably preparing students for life. However, there is no need to present a detailed analysis in the report of the school's promotion of each of the four components of students' SMSC development.

86. Inspectors should consider the climate and ethos of the school and what effect this has on enabling students to grow and flourish, become confident individuals, and appreciate their own worth and that of others. In considering how well the school promotes students' SMSC, inspectors should take into account the impact of the range of opportunities provided for young people to develop their self-esteem and confidence, which might occur both within the classroom, in terms of: teaching that encourages participation, creativity, reflection and independence; assessment and feedback that values students' work and/or effort; and activities that develop teamwork, leadership skills and self-reliance.

Inspectors should gather evidence of the impact of the curriculum on developing aspects of the students' spiritual, moral, social and cultural (SMSC) development. This may be through:

- Lesson observations where subjects promote aspects of SMSC provision; RE, art and music are obvious examples but discussion with students and staff will provide an important insight as to how SMSC is planned as part of the curriculum in other subjects

- Observation of other activities that indicate the extent to which there is a coherent approach to promoting SMSC set out by the school and implemented through activities such as tutorials, citizenship programmes and discussions with students about their work

- Evaluation of opportunities created by the school for students to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of students' SMSC development.

A summary of the
United Nations Convention on the Rights of the Child

unicef

Article 1 (definition of the child)
Everyone under the age of 18 has all the rights in the Convention.

Article 2 (without discrimination)
The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 3 (best interests of the child)
The best interests of the child must be a top priority in all actions concerning children.

Article 4 (protection of rights)
Governments must do all they can to fulfil the rights of every child.

Article 5 (parental guidance)
Governments must respect the rights and responsibilities of parents to guide and advise their child so that, as they grow, they learn to apply their rights properly.

Article 6 (survival and development)
Every child has the right to life. Governments must do all they can to ensure that children survive and grow up healthy.

Article 7 (registration, name, nationality, care)
Every child has the right to a legally registered name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

Article 8 (preservation of identity)
Governments must respect and protect a child's identity and prevent their name, nationality or family relationships from being changed unlawfully. If a child has been illegally denied part of their identity, governments must act quickly to protect and assist the child to re-establish their identity.

Article 9 (separation from parents)
Children must not be separated from their parents unless it is in the best interests of the child (for example, in cases of abuse or neglect). A child must be given the chance to express their views when decisions about parental responsibilities are being made. Every child has the right to stay in contact with both parents, unless this might harm them.

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 both of them.

Article 11 (kidnapping and trafficking)
Governments must take steps to prevent children being taken out of their own country illegally or being prevented from returning.

Article 12 (respect for the views of the child)
Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13 (freedom of expression)
Every child must be free to say what they think and to seek and receive information of any kind 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 want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.

Article 15 (freedom of association)
Every child has the right to meet with other children and young people 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.

Article 17 (access to information from mass media)
Every child has the right to reliable information from the mass media. Television, radio, newspapers and other media should provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 18 (parental responsibilities; state assistance)
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must help parents by providing services to support them, especially if the child's parents work.

Article 19 (protection from all forms of violence)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 20 (children deprived of a family)
If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

Article 21 (adoption)
If a child is adopted, the first concern must be what is best for the child. The same protection and standards should apply whether the child is adopted in the country where they were born or in another country.

Article 22 (refugee children)
If a child is a refugee or seeking refuge, governments must ensure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents. Where this is not possible, the child should be given protection.

Article 23 (children with disability)
A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

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 so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 25 (review of treatment in care)
If a child has been placed away from home (in care, hospital or custody, for example), they have the right to a regular check of their treatment and conditions of care.

Article 26 (social security)
Governments must provide extra money for the children of families in need.

Article 27 (adequate standard of living)
Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. 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. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy 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 of minorities)
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, play and join in a wide range of cultural and artistic activities.

Article 32 (child labour)
Governments must protect children from work that is dangerous or might harm their health or education.

Article 33 (drug abuse)
Governments must protect children from the use of illegal drugs.

Article 34 (sexual exploitation)
Governments must protect children from sexual abuse and exploitation.

Article 35 (abduction)
Governments must ensure that children are not abducted or sold.

Article 36 (other forms of exploitation)
Governments must protect children from all other forms of exploitation that might harm them.

Article 37 (detention)
No child shall be tortured or suffer other cruel treatment or punishment. A child shall only ever be arrested or put in prison as a last resort and for the shortest possible time. Children must not be put in a prison with adults and they must be able to keep in contact with their family.

Article 38 (war and armed conflicts – see 'Optional protocols')
Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

Article 39 (rehabilitation of child victims)
Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

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 help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

Article 41 (respect for better national standards)
If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay.

Article 42 (knowledge of rights)
Governments must make the Convention known to children and adults.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children get all their rights, including:

Article 45
UNICEF can provide expert advice and assistance on children's rights.

Optional protocols

In 2000, the UN General Assembly adopted two optional additions to strengthen the Convention. One protocol required governments to increase the minimum age for recruitment into the armed forces from 15 years and to ensure that members of their armed forces under the age of 18 do not take a direct part in armed conflict.

The other protocol provides detailed requirements for governments to end the sexual exploitation and abuse of children. It also protects children from being sold for non-sexual purposes – such as other forms of forced labour, illegal adoption and organ donation.