



**Newman Catholic College
Whole School
PSHE Curriculum Outline**



Introduction

Through our PSHE curriculum, we want to give our students the skills and knowledge to become independent, confident, healthy and responsible members of society. PSHE education covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships).

Our PSHE curriculum has three core learning themes:

Health and Wellbeing

Careers and Living in the Wider World

Relationships and Sex Education

The content will be covered through PSHE sessions, Assemblies, Guest Speakers, Drop Down Days and Activity Week.

Year 7



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Apprenticeships
Applications and Personal Presentation
Careers in the Core Subjects
Careers or University Personal Statements
Plagiarism



Unit 2- Health and Well Being

Back to School after Lockdown
Class A Drugs
Class B Drugs
Class C and Prescription Drugs
Cosmetic and Plastic Surgery
Gender and Identity
Miscarriage and unplanned pregnancy
Relaxation

Unit 3- Sex, Relationships and Society

Critical Thinking and Fake News
'Honour'-based violence
Feminism
Date Rape
Free Speech and Hate Speech
Social Justice

Year 13

Unit 1- Careers, Finance and Independence

Personal statements: extra-curricular activities
Finance: renting vs buying property, cars
Payday loans
Pensions and retirement
Work Ethic and motivation
Leadership Skills
Personal Branding
Problem Solving
Employability Skills Initiative



Unit 2- Health and Well Being

Climate Change
Toxic and positive masculinity
Emotional wellbeing
Drugs, festivals and parties
Sexual Health: STIs clinics and advice
Healthy Diets: BMI, obesity, food pyramids and eating well

Unit 3- Sex, Relationships and Society

Culture wars and media influence
Social Media Callout culture
Cultural appropriation
Tolerating intolerance
Online subcultures and extremism
Ageism
Controlling Relationships
Sex and Media
Sex Readiness and encounters

Sixth Form Additional

Unit 1 College and study skills

Lesson 1 Problem-solving and resilience

Lesson 2 Getting extra help

Lesson 3 Opportunity cost, time management and discipline

Lesson 4 Referencing, avoiding plagiarism and the extended project

Unit 2 Planning your future

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Lesson 2 Applying to university through UCAS

Lesson 3 Apprenticeships, internships and CVs

Lesson 4 Interviews and other courses

Lesson 5 Gap years, volunteering and running your own business

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Lesson 3 Global opportunities in work

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Unit 4 Living independently and becoming an adult

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Sixth Form Additional

Unit 7 Relationships and sex

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Unit 8 Staying safe

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Unit 10 Global citizenship

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- Lesson 2 Global concerns
- Lesson 3 Our choices for a healthy planet
- Lesson 4 Taking action



PSHE Drop Down Days 2025-2026 KS3/KS4/KS5

	Term One Health and Well Being	Term Two Careers/Living in the Wider World	Term Three Relationships
Year 7	<p>Transition and safety Transition to secondary school and personal safety in and outside school, including first aid (Your Life You Choose)</p> <p>Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<p>Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations</p> <p>Financial decision making Saving, borrowing, budgeting and making financial choices</p>	<p>Diversity Diversity, prejudice, and bullying</p> <p>Building relationships Self-worth, romance and friendships (including online) and relationship boundaries</p>
Year 8	<p>Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use</p> <p>Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies</p>	<p>Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work</p> <p>Digital literacy Online safety, digital literacy, media reliability, and gambling hooks</p>	<p>Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>
Year 9	<p>Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p>Setting goals Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>Employability skills Employability and online presence</p>	<p>Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>
Year 10	<p>Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>Exploring influence The influence and impact of drugs, gangs, role models and the media</p>	<p>Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>Work experience Preparation for and evaluation of work experience and readiness for work</p>	<p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> <p>Addressing extremism and radicalisation Communities, belonging and challenging extremism</p>

Year 11	Building for the future Self-efficacy, stress management, and future opportunities Independence Responsible health choices, and safety in independent contexts	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships
Sixth Form	Personal Safety Safe driving, the dangers of drugs and alcohol. Resilience Wellbeing and Mindfulness to help students prepare for exams without unnecessary stress.	Skills Development Academic writing, revision techniques and oracy are also included. Politics and current affairs are also incorporated in the programme. Next Steps Application processes, and skills for further education, employment and career progression	Sex and Relationships explores safe, equal, caring and enjoyable relationships and discusses real life issues appropriate to the age and stage of the pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online

Drop Down Days 2025-2026

 Health & Well Being	 Careers & Living in the World	 Relationships & Sex Education
Year 7 Wednesday 10 th December 2025	Year 7 Friday 23 rd January 2026 Your Life You Choose Tuesday 24 th March Careers/Wider World Focus	Year 7 Monday 6 th July 2026 
Year 8 Thursday 8 th January 2026	Year 8 Thursday 26 th March 2026	Year 8 Wednesday 8 th July 2026
Year 9 Friday 9 th January 2026	Year 9 Monday 30 th March 2026	Year 9 Tuesday 7 th July 2026
Year 10 Monday 12 th January 2026	Year 10 Tuesday 21 st April 2026	Year 10 Friday 3 rd July 2026

Some topics will also be covered through cross Curriculum Subject links, PSHE Lessons, Extended Tutor Time, Activity Days, Careers Fair and Assemblies



Relationship and Sex Education Health and Well Being at Newman Catholic College



Families
(H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33)

Relationship and Sex Education
Health and Well Being



College or Sixth Forms and the start of being a young adult



Mental Health
(H2, H5, H6, H7, H8, H9, H10)

Healthy Relationships
(R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31)

Communication in relationships
(H26, H27, H28, H29, R16, R17, R21, R23, R32)



Independence
(H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24)

Year 10

Year 11

Values and Violence
- FGM/ Forced marriage

Exploring Influence
(H19, H20, H21, R20, R35, R36, R37)

Addressing extremism and radicalisation
(R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29)

Building for the future
(H2, H3, H4, H8, H12, L22)

Healthy lifestyle
(H3, H14, H15, H16, H17, H18, H19, H21)

The Dangers of Pornography

Emotional Wellbeing (H3, H4, H6, H7, H8, H9, H10, H11, H12, L24)

Emotional Well-being

Year 9

Intimate Relationships
(R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21)

Respectful relationships
(R1, R6, R19, R23, R35, R36)

Peer influence, substance use and gangs
(H2, H21, R22, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47)

Drugs and Alcohol
(H23, H24, H25, H26, H27, H29, H31, H5, R42, R44)

dopamine



Identity and Relationships
(H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R29, R30, R32)



First Aid(H20) All year groups- CPR, Burns and Knife Wounds



Health and Puberty (H5, H13, H14, H15, H16, H17, H18, H20, H22, H34)

Year 8



Building Relationships

H1, R2, R9, R11, R13, R14, R16, R24

Staying safe on-line
(R5, 35, 36, 37, 38)



Discrimination
(R39, R40, R41, R3, R4, R42, R43)

The Dangers of being on-line – including sexting



Diversity, prejudice, and bullying
(R3, R38, R39, R40, R41)

Year 7



Transition and Safety (H1, H2, H30, H33, R13, L1, L2)

Letter home to parents explaining the curriculum and their rights

Welcome



Transition and Safety (H1, H2, H30, H33, R13, L1, L2)

Numbers in brackets refer to PSHE Assoc. Mapping of RE

Organisations we work with

- Catholic Education Service
- PHSE Association

Support for young people and parents/carers

- GP, Brook and some chemists
- NSPCC 0800 1111 (U18)
- NSPCC for adults 0808 800 5000
- NSPCC FGM Helpline
Email: fgmhelp@nspcc.org.uk
- Barnardos.org.uk
- CEOP Child Exploitation and Online Protection Command :
<https://www.ceop.police.uk/safety-centre/>



Careers and Living in the Wider World at Newman Catholic College

Our Careers Provision is delivered through our Careers Adviser from Connexions, Into University and through Drop Down Days

Successfully move to an apprenticeship



Successfully move to college



Developing financial capability



Connexions support throughout year 11-independent and impartial careers advice



Work Ready Programme



Looking for apprenticeships



Consider signing up for the NCS challenge



The Law, work, and you

Year 12/13

College interview preparation and interview attendance

Rights and Responsibilities at work

Discrimination in the workplace



Updating or creating CVs



Personal planning



How do I improve my prospects?

Filling in college application forms – the deadlines for these is February half term.

Interview techniques.

The changing World of Work

Year 11

Next steps (L1, L2, L3, L4, L6, L7, L8, L11, L12, L21)



College tours

Employer Interactions throughout Year 11

Work experience (if applicable)

Work experience (if applicable)

Planning for the future

Employability skills



Developing financial capability

The Law, work, and you

Discrimination in the workplace



Personal networks of support

You will meet employers in both KS3-4. Personal networks of support. Communication skills and Transferable skills

Work experience (H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23) Staying safe at work

Financial decision making (H25, R38, L16, L17, L18, L19, L20, L25)

What is labour market information? How is it useful to you?

Digital literacy (H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27)

Rights and Responsibilities in the workplace

Managing your online presence

How are businesses structured?

Setting goals (L2, L3, L6, L7, L8, L9, L11, L12, L13, L14 Options for GCSE)

Creating a personal profile

Thinking ahead

The Law, work, and you

KS4

Year 10

Year 9

Developing skills and aspirations (R15, R39, L1, L4, L5, L9, L10, L12)



Remember that ALL subjects will have bits of careers education in them as well and you can speak to the careers leader about careers.

Careers is taught throughout both KS3 and

KS3

Year 7

Financial decision making (H32, L15, L16, L17, L18)

What types of work are there?

Talking to people in employment. What can I learn from them?



What are my strengths?

Developing a "can do" attitude

Careers Questionnaire

Year 8

Community and careers (R39, R41, L3, L8, L9, L10, L11, L12)

Different careers paths and why some people change jobs

In KS3, you will do work that..

Matching skills to jobs

understanding job adverts

WHY?

Extensive UK and international research shows that careers in the curriculum can have some positive impacts on outcomes for young people.

Health and Wellbeing

KS3: Health and Wellbeing

H2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem

H3. to accept helpful feedback or reject unhelpful criticism

H8. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM

H11. about the use of contraception, including the condom and pill; to negotiate condom use

H14. to recognise and manage what influences their choices about exercise

H19. that identity is affected by a range of factors, including the media and a positive sense of self

H20. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations

H21. to understand how the inappropriate use of mobile phones can contribute to accidents

H23. to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)

H24. the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)

H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)

KS4: Health and Wellbeing

H1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this

H5. (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their selfharm/disordered eating, their weight change etc.) can be harmful and should always be avoided]

H8. how lifestyle choices affect a developing foetus

H9. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk

H11. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons

H12. how to recognise and follow health and safety procedures

H16. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns

H17. the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle

KS3: Relationships

R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness

R4. to explore the range of positive qualities people bring to relationships

R6. the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)

R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships

R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement

R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context

R14. to understand what expectations might be of having a girl/boyfriend

R18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected

R22. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances

R24. about the difference between assigned/biological sex, gender identity and sexual orientation

R25. to recognise that there is diversity in sexual attraction and developing sexuality

R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology

R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours

R32. to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns

R33. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon

R34. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support

R37. how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns

Relationships

KS4: Relationships

R1. strategies to manage strong emotions and feelings

R6. managing changes in personal relationships including the ending of relationships

R10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances

R11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement

R12. how to access such organisations and other sources of information, advice and support

R13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

R16. to recognise when others are using manipulation, persuasion or coercion and how to respond

R17. to understand the pernicious influence of gender double standards and victim-blaming

R23. to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)

R28. about the options open to people who are not able to conceive

R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

Living in the Wider World

KS3: Living in the Wider World

L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices

L4. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives

L5. about the potential tensions between human rights, British law and cultural and religious expectations and practices

L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored

L8. about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills

L9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them

L10. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work

L11. about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks

L12. about different work roles and career pathways, including clarifying their own early aspirations

L13. about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes

L14. about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process

L15. the benefits of being ambitious and enterprising in all aspects of life

L16. the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit

KS4: Living in the Wider World

L1. to evaluate their own personal strengths and areas for development and to use this to inform goal setting

L3. to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)

L4. to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern

L5. how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others

L6. how social media can offer opportunities to engage with a wide variety of views on different issues

L9. about harassment and how to manage this (including in the workplace); the legal consequences of harassment

L10. how their strengths, interests, skills and qualities are changing and how these relate to future employability

L11. about the information, advice and guidance available to them and how to access the most appropriate support

Relationships and Sex Education

Relationships and Sex education (RSE) is learning about the emotional, social and physical aspects of growing up;

relationships; sex; human sexuality; and sexual health

By the end of secondary school, pupils will have been taught content on:

families

respectful relationships, including friendships

online media

being safe

intimate and sexual relationships, including sexual health

Parental right to withdrawal from RSE

From September 2020

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.

Parents will be able to withdraw their child (following discussion with the school) from **any or all aspects of Sex Education**, other than those which are part of the science curriculum, up to and until three terms before the age of 16. RSE is part of all students' education and it is hoped that all will participate.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

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

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

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

We are a **UNICEF Rights Respecting School**. We have achieved our UNICEF Gold Award

The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between pupils and adult, between adults and between pupils.

The UNICEF UK Rights Respecting School's Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation.

<https://www.unicef.org.uk/rights-respecting-schools/>
























RSE Relationships and Sex Education

RSE in Catholic schools must always remain faithful to the teaching of the Church, recognising the diversity of pupils' situations. We aim to be sensitive to each individual, ensuring that their physical and emotional well-being and their safety are of paramount importance.

- Following discussion with the school, **parents can withdraw their child from the 'sex' elements of RSE.** It is good practice for parents to meet with the Headteacher.
- **Parents do not have a right to withdraw their child from Health education, Relationships or any other aspect of PSHE education.**
- **There is no right of withdrawal from National Curriculum science** which includes elements of sex education such as puberty and reproduction.
- **Three terms before they turn 16, a student can opt back in to sex education lessons** against their parents' wishes. The school has a duty to provide sex ed. during one of the remaining three terms.



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 <p>1 DEFINITION OF A CHILD</p>	 <p>2 NO DISCRIMINATION</p>	 <p>3 BEST INTERESTS OF THE CHILD</p>	 <p>4 MAKING RIGHTS REAL</p>	 <p>5 FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p>6 LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p>7 NAME AND NATIONALITY</p>
 <p>8 IDENTITY</p>	 <p>9 KEEPING FAMILIES TOGETHER</p>	 <p>10 CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p>11 PROTECTION FROM KIDNAPPING</p>	 <p>12 RESPECT FOR CHILDREN'S VIEWS</p>	 <p>13 SHARING THOUGHTS FREELY</p>	 <p>14 FREEDOM OF THOUGHT AND RELIGION</p>
 <p>15 SETTING UP OR JOINING GROUPS</p>	 <p>16 PROTECTION OF PRIVACY</p>	 <p>17 ACCESS TO INFORMATION</p>	 <p>18 RESPONSIBILITY OF PARENTS</p>	 <p>19 PROTECTION FROM VIOLENCE</p>	 <p>20 CHILDREN WITHOUT FAMILIES</p>	 <p>21 CHILDREN WHO ARE ADOPTED</p>
 <p>22 REFUGEE CHILDREN</p>	 <p>23 CHILDREN WITH DISABILITIES</p>	 <p>24 HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25 REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26 SOCIAL AND ECONOMIC HELP</p>	 <p>27 FOOD, CLOTHING, A SAFE HOME</p>	 <p>28 ACCESS TO EDUCATION</p>
 <p>29 AIMS OF EDUCATION</p>	 <p>30 MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31 REST, PLAY, CULTURE, ARTS</p>	 <p>32 PROTECTION FROM HARMFUL WORK</p>	 <p>33 PROTECTION FROM HARMFUL DRUGS</p>	 <p>34 PROTECTION FROM SEXUAL ABUSE</p>	 <p>35 PREVENTION OF SALE AND TRAFFICKING</p>
 <p>36 PROTECTION FROM EXPLOITATION</p>	 <p>37 CHILDREN IN DETENTION</p>	 <p>38 PROTECTION IN WAR</p>	 <p>39 RECOVERY AND REINTEGRATION</p>	 <p>40 CHILDREN WHO BREAK THE LAW</p>	 <p>41 BEST LAW FOR CHILDREN APPLIES</p>	 <p>42 EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>

43-54



HOW THE CONVENTION WORKS

CONVENTION ON THE RIGHTS OF THE CHILD

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1
A child is any person under the age of 18.



2
All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor,

and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



3
When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



4
Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



5
Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.



6
Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



7
Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.



8
Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.



9
Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



10
If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



11
Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.



12
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



13
Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



14
Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.



15
Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.



16
Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.



17
Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.



18
Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



19
Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



20
Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.



21
When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.

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



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



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



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



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



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



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



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



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



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



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



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



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



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



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



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



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



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



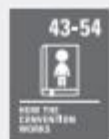
40 Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.



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



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



43-54 These articles explain how governments, the United Nations - including the Committee on the Rights of Child and UNICEF - and other organisations work to make sure all children enjoy all their rights.