## British Values and **children's rights from the United** Nations Convention on the Rights of the Child reflected

in foundation subjects

Core Curriculum Right:



I have the right to an education which develops my personality, talents and abilities. My education should teach me to respect other people and the environment.

# **British Values and children's rights from the United** Nations Convention on the Rights of the Child reflected in Geography

1/1		4 Avtida 28 4 4 4 1 4	
Y1	Our school and the	Article 2	
	local area	I have the right to the second and the second the second and the second the s	
Y1	The UK	Article 8	A CONTRACTOR OF THE OWNER OWNER OWNER OF THE OWNER OWNE
		I have the right	The second s
		to an identity.	Democracy
Y2	The Weather	Article 27	
		These states and a baby	
		(Shelter)	
Y2	Kenya	Article 8 Article 27	
		have bee right there we we we appear	
	1 11 11 11	to an identity. state and a same from	
Y3	Investigating the	Article 31	
	local area	I have the matter in the second and the second seco	
		(Amenities) (Location of school,	
Y3	UK study	Article 8 Article 3	
		have the right three to reach the second to be an identity of the second terms	Democracy
Y4	Investigating	Article 8	
14	Investigating	Thave the right	
	Scandinavia	to an identity.	
Y4	Natural Disasters	Article 6 Article 24	
		have the little hard to be the	
		right to life. In a standard in the	
Y5	Investigating Rivers	Article 24 Article 29	
	5 5	There for each for the last for the product of the last for the product of the last	
		(Clean water)	
Y5	Investigating South	Article 8	
_	America (Brazil)	I have the right	The same of the second s
		to an identity	Individual liberty
Y6	Investigating North	Article 8	
	America	I have the right	
		to an identity	
Y6	Natural Resources	Article 27	
		1 see the reput is specified and the specified of the	
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#### British Values and children's rights from the United Nations Convention on the Rights of the Child reflected in History North Martin Y1 Past and present Article 28 Article 27 Article 21 Can water have the right to l soor he tigte a signer array's constant of thing area just, definer and a Alex By First Street and Str and are up to prove the about the off of the proves Street Street Street proves relationships have an education. Article 3 Article 6 Y1 Article 27 Explorers I save the style to may nee refue by complexity of the space many and drame $\label{eq:states} \begin{array}{l} b(x,\theta_0,r) < 0 & r < r, and 0, r \\ a(x,\theta_0,x,r) = p(x_1,r) a(x,\theta_1,r) \\ a(x,\theta_1,r) = p(x_1,r) a(x,\theta_1,r) \\ a(x,\theta_1,r) = p(x_1,r) a(x,\theta_1,r) \\ p(x,\theta_1,r) = p(x,\theta_1,r) a(x,\theta_1,r) a(x,\theta_1,r) a(x,\theta_1,r) \\ p(x,\theta_1,r) = p(x,\theta_1,r) a(x,\theta_1,r) a(x,\theta_1,r)$ I have the right to life. Y2 The Gt Fire of Article 15 Article 6 🚬 Article 27 These has specified parts and a function of the part of the function of the start is func-Fears 2a right to s productly, 2 car take a diges fact offer pages are ust allowed is real London I have the right to life. (Pepys' Diary) Arlicle 24 Y2 Local History -Article 28 Article 3 Article 27 These the styrt to the heat weld pearly on the neural state and of weather to take the is visig with George Cadbury I save the sight to any our relax as save forwards save, save and drawn l som herrige in sogen atorige campared of Roug and part, defent and th I have the right to relationships have an education. Article 32 I take the right to be preference and that to have be to be first to be placed as Article 38 Y3 Long Long ago Article 27 Article 3 I was beinge in sign weige contact of trag-acts (ort, defen and a more to to the style? To may need by scores forwary the reason and drawn Transformight is an polarise from well [1, and and with the last set is to a sum to a sufficient in the (Warriors) Article 6 I have the right to life. Article 3 Y3 Acticle 14 Ancient Egypt Article 27 I market watch that with the set of the set ingoing watch the set in of the set of the set of the set in of the set in of the set in of the set of t (Daily life) Article 21 $\label{eq:states} \begin{array}{l} k_{0,1}(t_{0},t_{1}) \in \mathcal{O}(t_{0},t_{1}), \\ a_{0}(t_{0},t_{1},t_{1}) \in \mathcal{O}(t_{0},t_{1}), \\ a_{0}(t_{0},t_{1}) \in \mathcal{O}(t_{0},t_{1}), \\ a_{0}(t_{0},t_{1}) \in \mathcal{O}(t_{0},t_{1}), \\ b_{0}(t_{0},t_{1}) \in \mathcal{O}(t_{0},t_{1}), \\ b_{0}(t_{0},t_{1}), \\ b_{0}(t_{0},t_{1}$ Υ4 The Industrial Arliche 24 Article 3 Article 27 These the styp is the lost weld partie and to reach one and alternation to take the to the well. (Daily life) I have the style? In maginal ratio is carry forwards apply makes and drame Revolution Birmingham Arlicle 32 Laws he nght is to protote provide And In-he for a built or a character. Article 38 North Martin Υ4 Roman Empire & Article 3 Article 14 I same har sign to say and inducing complexity and and same and share (Daily life) I must be read to their and I the and to she have religion process with re-traction to process. P. SANGS These the reputes to policies from vise, PT and a specific from vise, PT and a specific from the specific compared with the specific compared with the specific its impact on The rule of law Britain Article 8 Article 27 I have the right I was beinge in signe strage control of iting and just defen auf a more to its to an identify (Nationalities) Article 38 CALL IN ALL Acticle 14 Article 3 Y5 Invaders and the second from an (Daily life) Case and Cas These the reports to policitie from size [11] and other \$1, month of size 1. as compared with I may be easily to their set I. Be and in the balance religion power, with re-training a power, with resettlers The rule of law Article 8 Article 27 l son he type is a gen weige control of long with fact, define and a months to I have the right to an identity (Nationalities) Y5 Article 3 Ancient Greece l size the style to may nee mise as camp forwards lands man and down I may be used to their set I. Be and to shakes relates power, with re-table power, with re-(Daily life/Sport, ect.) Article 27 Article 28 Article 29 Article 3 I see he right is special three the right to accept contact of long way part, defect and in the second education. I have the right to Also the size of a conserver and date up to present, which will will be the size of the si (Democracy – lack of)

Y5	Ancient Mayans	Article 14 Lawshar and the set and the set of the set of the set	
Y6	The struggle for England	Article 38 The Article 38 Th	
Y6	Battle of Britain	Article 38 The bring to b physics for any first and to be approximate the bring to be physics for any first the bring to be the bring t	Democracy

## **British Values and children's rights from the United** Nations Convention on the Rights of the Child reflected in Art

<u> </u>	e Rights witche 24 Artoin 3 Artoin 7 Article 34 Artoin 7 Article 34 Artoin 7 Article 34 Artoin 7 Article 7 Article7	and the second sec	
Y1	Drawing people Pop art	Article 29 Article 31 Article 3 Arti	Individual liberty
Y1	Clay Anthony Gormley	Article 29 Article 30 Article 30 Articl	
Y2	Portraits Fauvism & Matisse	Article 29 Article 31 Article 3 Article 5 Arti	
Y2	Printing William Morris	Article 3 Article 12 Article 3 Article 3 Article 3 Article 3 Article 12 Artic	
Y3	Still life Picasso & Munch	Article 3 Articl	
Y3	Mixed Media	Article 29 Article 3 Artic	
¥4	Portraits Van Gogh	Article 29     Article 31     Article 20     A	relationships
Y4	Mixed Media (Natural Disasters)	Article 29 Article 31 Article 3 Article 12 Article 31 Article 3 Article 12 Article 31 Article 12 Article 31 Ar	
Y5	Drawing landscapes The impressionists	Article 3 Articl	
Y5	Wire sculpture Calder	Article 3 Article 12 Article 3 Article 3 Article 3 Article 12 Article 3 Article 3 Article 3 Article 12 Article 3 Article 3 Article 3 Art	
Y6	Drawing buildings Freida Kahlo	Article 31 Article 31 Article 3 Arti	Individual liberty
Y6	Clay/wire/foil figures Bourgeois Giacometti	Article 29 Article 3 Artic	

# British Values and children's rights from the United Nations Convention on the Rights of the Child reflected in Design Technology

Core Rights

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and a		44	,	4	1.0	64 L	
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V1	Dizzo	Actualy 24 Actualy 3	
Y1	Pizza	And the second s	
Y1	Moving models	Article 31 And the set is go a set from by doing to set the set, which are at even	
Y2	Sandwich	Article 24 Article 34 I we so can be set and be an experiment of the set of the set of the set of the set of the set of the set of the set of the set of the set of the set of the set	Individual liberty
Y2	Windmills	Article 31 Article statistics and Mark by Data Prove the Article and Article	
Y3	Soup	Article 24 Article 34 I was to get to day and to see to set to day and the set of the set of the set of the set of the set of the set of th	
Y3	Moving Toys	Article 3 were to used a special data by data procession and proceed a series	
Y4	Fruit Crumble	Article 24 Article 34 There is an interference of the second sec	
Y4	Mini greenhouses	Article 34 Article 34 The second sec	
Y5	Curry	Article 24 Article 31 There is an intervention of the second sec	Education (Compared) Discontrast (Compared) Discontrast (Compared)
Y5	Torches	Article 3 Are found to a set and sets to dely been in-	
Y6	Burgers	Actuals 24 Actuals 24 Actuals 31 Intervention and Approximation in the state part of the state part o	Telesones, respect
Y6	Programming BBC Microbits	Article 31 Article 17 from for degrad and soft and place into article	

## **British Values and children's rights from the United** Nations Convention on the Rights of the Child reflected in Music

Core	e Rights		
1 Star Lea Anna Lea Anna Lea Anna Lea	Article 29 Article 30 The contract space to a biory space to a	Article 12 Article 13 The factor of the manual statement of the factor of the manual statement of the	
Y1	Carnival of the animals	Article 29 Article 31 Article 12 Article 13	Educes, react Europeanies Europeanies Elationships Individual liberty
Y1	Food Glorious food	Article 29 Control of the second seco	Education relationships Individual liberty
Y2	Music to make you move	Article 29 Post to apply to version and to apply to version apply to apply to apply to version apply to apply to	Telanota, reaction relationships individual liberty
Y2	Songs of the sea	Article 29 Article 31 Article 12 Article 13 Article 13 Article 13 Article 14	Educed in the second se
¥3	Top of the pops	Article 29 Contrology is deviced and the production of the producti	Telanoto, respect numeroanting numeroanting relationships individual liberty
¥3	Music for occasions	Article 29 The frequency is to serve and the serve and the serve and th	Relation register relationships individual liberty
¥4	Jazz and blues	Article 29 Article 31 The formation of the state of the	Telanora, reaction relationships individual liberty
Y4	Reggae	Article 29 Teaching a granting, and a set of the first of the set	Identical repeat numeroantes relationships individual liberty
¥5	The planets	Article 29 Touris copy in second and the production of the second seco	Tel-anti-, regist numericating numericating relationships individual liberty
Y5	Film Music	Article 24 The first operation of the first operation operation of the first operation	Identical register relationships individual liberty

Y6	British music	Article 29 Post is optimized and an end of the set of	References register relationships Individual liberty
Y6	Musicals	Article 37 Portrace 31 Portrace 31 Portrace 31 Portrace 32 Portrace 32 Portrace 32 Portrace 33 Portrace 33 Portrace 33 Portrace 33 Portrace 34 Portrac	Tolanda, reaction numerications numerications relationships individual liberty

# British Values and children's rights from the United Nations Convention on the Rights of the Child reflected in Computing

Core	Ri	ah	nts

	Diabte		
International Voters	Rights	12	
l airth	Article III	Article 17 Article 29 Article 24 Article 34	
ariante din lorgitari din	(Password)	Sealar por la sala Secial de la la secial por a prima de la secial de	
	tional Rights:		
Y1	Computer	Article 16	
	Science (Aut)	Louis-the optime a provide the continuum a	relationships
		(Password)	
Y1	Digital Literacy		
	(Spr)		relationships
Y1	Information	Article D	
	Technology	<sup>11</sup> The source of the fact of the fact in all and provided in the fact of the fact of the fact of the fact of the source of the fact of the source of the fact of the source of the fact of the source of the fact of the source of the fact of the source of the fact of the source of the fact of the source of the fact of the source of the fact of the source of the fact of the source of the fact of the source of the fact of the source of the fact of the source of the fact	relationships
	(Sum)	<ul> <li>and a product of the state of t</li></ul>	
Y2	Computer	Article 7 (birth registration, name, nationality, care)	
	Science (Aut)	Every child has the right to be registered at birth, to have a	relationships
		name and nationality (User name)	
		Article 15 (freedom of association)	
		Every child has the right to meet with other children and to	
		join groups and organisations <i>(Class log in)</i>	
		Article 16 (right to privacy)	
		Every child has the right to privacy. (Password)	
		Article 12 (respect for the views of the child)	
		Every child has the right to express their views, feelings and	
		wishes (Presentation ideas)	
		Article 13 (freedom of expression)	
		Every child must be free to express their thoughts and	
		opinions (Presentation)	
Y2	Digital Literacy	Article 7 (birth registration, name, nationality, care)	
	(Spr)	Every child has the right to be registered at birth, to have a	relationships
		name and nationality (User name)	
		Article 15 (freedom of association)	
		Every child has the right to meet with other children and to	
		join groups and organisations (Class log in)	
		Article 16 (right to privacy)	
		Every child has the right to privacy. (Password)	
		Article 12 (respect for the views of the child)	
		Every child has the right to express their views, feelings and	
		wishes (App ideas)	
		Article 13 (freedom of expression)	
		Every child must be free to express their thoughts and	
		opinions (App)	
Y2	Information	Article 12 (respect for the views of the child)	
	Technology	Every child has the right to express their views, feelings and	relationships
	(Sum)	wishes (Book/ ideas)	
		Article 13 (freedom of expression)	
		Every child must be free to express their thoughts and	
		opinions (Book/ideas)	
Y3	Computer	Article 12 (respect for the views of the child)	
	Science (Aut)	Every child has the right to express their views, feelings and	relationships
1 I			

		Article 12 (freedom of expression)	
		Article 13 (freedom of expression)	
		Every child must be free to express their thoughts and	
		opinions (App ideas)	
		Article 15 (freedom of association)	
		Every child has the right to meet with other children and to	
		join groups and organisations <i>(Work in pairs)</i>	
Y3	Digital Literacy	Article 7 (birth registration, name, nationality, care)	
	(Spr)	Every child has the right to be registered at birth, to have a	relationships
		name and nationality (User name)	
		Article 15 (freedom of association)	
		Every child has the right to meet with other children and to	
		join groups and organisations (Class log in)	
		Article 16 (right to privacy)	
		Every child has the right to privacy. (Password)	
Y3	Information	Article 12 (respect for the views of the child)	
10	Technology	Every child has the right to express their views, feelings and	relationships
	(Sum)	wishes (Poster ideas)	i eta donani pa
	(ourn)	Article 13 (freedom of expression)	
		Every child must be free to express their thoughts and	
		opinions (Poster ideas)	
Y4	Computer	Article 12 (respect for the views of the child)	
14	Science (Aut)	Every child has the right to express their views, feelings and	
	Science (Aut)	wishes (Layout discussion/vote)	relationships
		Article 13 (freedom of expression)	
		Every child must be free to express their thoughts and	
\/ A	Digital Literacy	opinions (Layout discussion/vote)	255-14 H # 2-2
Y4	Digital Literacy	Article 12 (respect for the views of the child)	and the second se
	(Spr)	Every child has the right to express their views, feelings and	relationships
		wishes (Program ideas)	
		Article 13 (freedom of expression)	
		Every child must be free to express their thoughts and	
		opinions (Program ideas)	
		Article 31 (leisure, play and culture)	
		Every child has the right to relax, play and take part in a	
		wide range of cultural and artistic activities.	
Y4	Information	Article 12 (respect for the views of the child)	
	Technology	Every child has the right to express their views, feelings and	relationships
	(Sum)	wishes (PowerPoint discussion )	
		Article 13 (freedom of expression)	
		Every child must be free to express their thoughts and	
		opinions (PowerPoint discussion )	
Y5	Computer	Article 27 (adequate standard of living)	
	Science (Aut)	Every child has the right to a standard of living that is	relationships
		good enough to meet their physical and social needs and	
		support their development. (Nutrition – party plan)	
		Article 12 (respect for the views of the child)	
		Every child has the right to express their views, feelings and	
		wishes (Party plan)	
		Article 13 (freedom of expression)	
		Every child must be free to express their thoughts and	
		opinions (Party plan)	
Y5	Digital Literacy	Article 12 (respect for the views of the child)	
	(Spr)	Every child has the right to express their views, feelings and	relationships
	(-14-)	wishes (Program ideas)	
<u> </u>	I		l

		Article 13 (freedom of expression)	
		Every child must be free to express their thoughts and	
		opinions (Program ideas)	
		Article 31 (leisure, play and culture)	
		Every child has the right to relax, play and take part in a	
		wide range of cultural and artistic activities.	
Y5	Information	Article 12 (respect for the views of the child)	
	Technology	Every child has the right to express their views, feelings and	relationships
	(Sum)	wishes <i>(Film plan )</i>	
		Article 13 (freedom of expression)	
		Every child must be free to express their thoughts and	
		opinions <i>(Film plan)</i>	
Y6	Computer	Article 12 (respect for the views of the child)	
	Science (Aut)	Every child has the right to express their views, feelings and	relationships
		wishes (Spreadsheet plan)	
		Article 13 (freedom of expression)	
		Every child must be free to express their thoughts and	
		Opinions (Spreadsheet plan)	
Y6	Digital Literacy	Article 12 (respect for the views of the child)	
	(Spr)	Every child has the right to express their views, feelings and	relationships
		wishes (App ideas)	
		Article 13 (freedom of expression)	
		Every child must be free to express their thoughts and	
		opinions (App ideas)	
		Article 31 (leisure, play and culture)	
		Every child has the right to relax, play and take part in a	
		wide range of cultural and artistic activities.	
Y6	Information	Article 12 (respect for the views of the child)	
	Technology	Every child has the right to express their views, feelings and	relationships
	(Sum)	wishes (Presentation ideas)	
	•	Article 13 (freedom of expression)	
		Every child must be free to express their thoughts and	
		opinions (Presentation ideas)	

British V	alues and		I
<u>children'</u>	<u>s rights fro</u>	om the	
United N	<u>lations</u>		
<u>Conventi</u>	<u>on on the</u>		
Rights of	f the Child		
<u>reflected</u>	in Physica	al	
Educatio	<u>n</u>		
Charles Article 29	Article 24 These the right to provide and to weeken and istoracion to value are to days with	ngo like	
Additional Righ	ts:		
	Article 13 Turk ogs to Solve Unop et ag sol Unit Turky wing to generate Vitag son U Turk the optic of data		
Games			
Gymnastics Multi-Skills			
Athletics			
Swimming			

		French	
Artic	le 30 Right to	Main Rights In must develop every child's personality, talents and abilities to learn and use the language, customs and religion of their fami y the majority of the people in the country where they live	t <b>o the full.</b> Iy whether or not
		Television Televi	
Addi	tional Rights:		
KS1	Greetings	Article 7 (birth registration, name, nationality, care) Every child has the right to be registered at birth, to have a name and nationality. Article 8 (protection and preservation of identity) Every child has the right to an identity.	
	Nos. 1-10		
	France		
	My name	Article 7 (birth registration, name, nationality, care) Every child has the right to be registered at birth, to have a name and nationality. Article 8 (protection and preservation of identity) Every child has the right to an identity.	
	Feelings	Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes	
KS2			
Y3	Revision	See above	
	Colours		
	Age	Article 7 (birth registration, name, nationality, care) Every child has the right to be registered at birth, to have a name and nationality.	
	Instructions	Article 32 (child labour) Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education.	
	Body Parts	Article 24 (health and health services) Every child has the right to the best possible health. 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	
Y4	Eyes & Hair	Article 8 (protection and preservation of identity) Every child has the right to an identity.	
	Days		
	Characters	Article 8 (protection and preservation of identity) Every child has the right to an identity.	

	Animals		
	Nos. 11-20		
	Descriptions	Article 8 (protection and preservation of	
	Descriptions	identity)	
		Every child has the right to an identity.	
Y5	Y3/4 Revision	Every child has the right to an identity.	
13	Family	Article 9 (separation from parents)	
	T anni y	Children must not be separated from their	
		parents against their will	
		Article 10 (family reunification)	
		Governments must respond quickly and	
		sympathetically if a child or their parents	
		apply to live together in the same country.	
	Snacks	Article 24 (health and health services)	
	SHALKS	Every child has the right to the best possible	
		health.	
	Oniniana		
	Opinions	P CON MAN	
		Individual liberty	
		Article 12 (respect for the views of the child)	
		Every child has the right to express their	
		views, feelings and wishes	
		Article 13 (freedom of expression)	
		Every child must be free to express their	
	Nec. 20.21	thoughts and opinions	
	Nos. 20-31	Article 7 (birth registration name	
	Birthdays	Article 7 (birth registration, name,	
		nationality, care)	
		Every child has the right to be registered at	
Y6	Hobbies	birth, to have a name and nationality. Article 12 (respect for the views of the child)	
10	TIODDIES	Every child has the right to express their	
		views, feelings and wishes	
		Article 13 (freedom of expression)	
		Every child must be free to express their	
		thoughts and opinions	
	Time		
	Weather	Article 27 (adequate standard of living)	
	vveatriel	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.	
	Cities	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.	
	Clothes	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.	
	Adjectives		
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#### British Values and **children's rights from the United** Nations Convention on the Rights of the Child reflected in Religious Education

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Core rig	hts:	
Arti	cie 12 🔛 Article 13 🔜	Article 14 Article 15
These the rise) spatian and for and lateral to and services	(a) See and supplied. Doe Stand succes what it is a Constant on the Constant of Constant Sector. Study for such a Constant Open.	The right to First I have the solid to be with the code to obtain product was prevently with the source state right of the source the regions of a source state right of the source the regions of a source state right of the source state of the sou
Addition	nal Rights:	
Y1	Baptism	Article 12 Article 13 Article 14 Article 15
		Change (be reach for a set) for any interspective (be not heavy appendix cost for the track of t
		Article 9 (separation from parents)
		Children must not be separated from their parents
		aqainst their will
		Article 7 (birth registration, name, nationality, care)
		Every child has the right to be registered at birth, to
		have a name and nationality.
		Article 8 (protection and preservation of identity)
		Every child has the right to an identity.
	Harvest	Article 12 Article 13 Article 14 Article 15
		Cohme der regel (n. e.g., gezigen der gezigen der gezigen der eine handen der gezigen d
		Article 24 (health and health services)
		Every child has the right to the best possible health.
		(Nutrition)
	Listening	Article 12 Article 13 Article 14 Article 15
		Chang the registion of the set in the set
	Christmas	Article 12 Article 13 Article 14 Article 15
		Connection registion of the set in the se
		Article 7 (birth registration, name, nationality, care)
		Every child has the right to be registered at birth, to
		have a name and nationality.
		Article 8 (protection and preservation of identity)
		Every child has the right to an identity.
	Solomon	Article 12 Article 13 Article 14 Article 15
		- Since the rept in co. which is the rept in co. which is the rept in the rept is the rept in the rept is the rept in the
		Article 9 (separation from parents)
		Children must not be separated from their parents
		against their will
		Article 24 (health and health services)
		Every child has the right to the best possible health.
	Jonah & Zaccheus	Article 12 Article 13 Article 14 Article 15
		Channe dan nanj la na. Taran dan jaki ka na dan nanj nanj ka na
	Courage	Article 12 Article 13 Article 14 Article 15
		Chang the rept in co. the interval is the rest interval is the rest interval is the rest terminal constraint of the rest interval is the rest interval is a statement terminal is the rest interval interval is the rest interval is the rest interval interval is the rest interval inter
		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.

	Factor	
	Easter	Article 12 Article 13 Article 14 Article 15
		species and by a loss of the second second what I like and he about a like and the about a like and the about a like about
		Article 19 (protection from violence, abuse and
		neglect)
		Governments must do all they can to ensure that
		children are protected from all forms of violence,
		abuse, neglect
		Article 37 (inhumane treatment and detention)
		Children must notsuffercruel or degrading treatment
		or punishment.
		Article 40 (juvenile justice)
		A child accused or guilty of breaking the law must be
		treated with dignity and respect.
	Ramadan/Eid	Article 12 Article 13 Article 14 Article 15
		where the regal is no. There is regal is the set have a larger the relation for right and the shell is find and the shell is the shell
		Lateral is and taken to optical structure of the structur
		Article 30
		I have the next to engine my
		mer minimum soul to man my earn tangange
	Hajj	Article 12 Article 13 Article 14 Article 15
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	children are protected from all forms of violence,
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	Article 6 (life, survival and development)
	Every child has the right to life
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	If a child has been placed away from homefor
	example in hospitalthey have the right to a regular review of their treatment
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	treated with dignity and respect.
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#### British Values and children's rights from the United Nations Convention on the Rights of the Child reflected in Personal, Social and Health Education (including Relationships Education, Health Education and Sex Education)

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