

Human Rights in the Curriculum for Wales



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What are human rights?

Human rights are the freedoms and protections to which all people are entitled. Human rights are **universal**: this means that we are all equally entitled to our human rights. Human rights are **inalienable**: this means they should not be taken away, except in specific situations and according to a process. All human rights are also **indivisible and interdependent**. This means that one right cannot be experienced fully without experiencing all the other rights.

What about children's human rights?

Children and young people have specific human rights guaranteed by the United Nations Convention on the Rights of the Child (UNCRC). You can find all these rights on this [poster](#). Disabled children also have rights under the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), you can find all these rights [here](#).

How do human rights fit into the Curriculum for Wales?

Understanding and promoting respect for human rights are part of [Welsh Government's wider requirements for curriculum design](#). There are three main elements of human rights education:

- Learning *about* human rights: The acquisition of knowledge and skills about human rights;
- Learning *through* human rights: The development of respectful values and attitudes and changed behaviour that reflects human rights values; and,
- Learning *for* human rights: The motivation of social action and empowerment of active citizenship to advance respect for the rights of all

The Curriculum and Assessment (Wales) Act 2021 also [requires all settings to promote knowledge and understanding of the UNCRC and UNCRPD](#) among all practitioners and other school staff providing learning.

The concepts and principles of human rights also directly link to learning across all areas of the curriculum. These links can be made in settings to ensure that practitioners and children develop an understanding of how education supports human rights.

How do I use this document?

This curriculum map sets out how the UNCRC and the UNCRPD link to the **four purposes**, the **cross-cutting themes** and each of the six **Areas of Learning and Experience**.

As a whole, the curriculum can holistically protect, promote and enable children's human rights, by supporting all the human rights principles in the two Conventions. This is important because human rights are **indivisible and interdependent**, and children need to experience all their rights. However, particular areas link strongly to **specific articles** of the Conventions. In this document we have mapped some of the articles that are strongly supported by areas of the curriculum. Our list isn't comprehensive and you will also be able to link to other articles. This will support your medium and long term planning, and enable settings and practitioners to directly link children's human rights to your curriculum design.

At the end of the document you will also find a link to children's rights classroom resources. These can be used for day-to-day teaching to support specific descriptions of learning.



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How do the human rights of children underpin the four purposes?

Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society		
Purpose	The UNCRC	The UNCRPD
<ul style="list-style-type: none"> have secure values and are establishing their spiritual and ethical beliefs 	<ul style="list-style-type: none"> Article 2: Non-discrimination Article 7: Registration, name, nationality, care Article 8: Preservation of identity Article 13: Freedom of expression and access to information Article 14: Freedom of thought, conscience and religion Article 29: Aims of education Article 30: Children of minorities/indigenous groups 	<ul style="list-style-type: none"> Article 7: Children with disabilities Article 12: Equal recognition in law Article 17: Protection for physical and mental integrity Article 18: Freedom of movement and right to nationality Article 21: Freedom of expression and opinion, and access to information Article 24: Education
<ul style="list-style-type: none"> are building their mental and emotional well-being by developing confidence, resilience and empathy 	<ul style="list-style-type: none"> Article 6: Survival and development Article 24: Health and access to health services Article 29: Aims of education 	<ul style="list-style-type: none"> Article 7: Children with disabilities Article 17: Protection for physical and mental integrity Article 24: Education Article 25: Right to highest standard of health
<ul style="list-style-type: none"> apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives 	<ul style="list-style-type: none"> Article 6: Survival and development Article 24: Health and access to health services Article 27: Adequate standard of living Article 31: Leisure, play and culture 	<ul style="list-style-type: none"> Article 10: Right to life Article 20: Personal mobility Article 25: Health Article 30: Participation in cultural life, recreation, leisure and sport



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<ul style="list-style-type: none"> know how to find the information and support to keep safe and well 	<ul style="list-style-type: none"> Article 13: Freedom of expression and access to information Article 16: Right to privacy Article 17: Access of information – mass media Article 19: Protection from all forms of violence Article 32: Protection from dangerous work Article 33: Protection from substance misuse Article 34: Protection from sexual exploitation Article 36: Protection from exploitation Article 39: Rehabilitation and support 	<ul style="list-style-type: none"> Article 16: Freedom from exploitation, violence and abuse Article 21: Freedom of expression and opinion and access to information Article 22: Respect for privacy Article 25: Health Article 28: Adequate standard of living and social protection
<ul style="list-style-type: none"> take part in physical activity 	<ul style="list-style-type: none"> Article 24: Health and access to health services Article 31: Leisure, play and culture 	<ul style="list-style-type: none"> Article 20: Personal mobility Article 25: Health Article 30: Participation in cultural life, recreation, leisure and sport
<ul style="list-style-type: none"> take measured decisions about lifestyle and manage risk 	<ul style="list-style-type: none"> Article 12: Right to be heard in decision-making Article 13: Freedom of expression and access to information Article 24: Health and access to health services Article 28: Access to education Article 29: Aims of education Article 33: Protection from substance misuse 	<ul style="list-style-type: none"> Article 3: General principles Article 7: Children with disabilities Article 14: Liberty and security of the person Article 17: Protecting physical and mental integrity Article 21: Freedom of expression and opinion and access to information Article 24: Education
<ul style="list-style-type: none"> have the confidence to participate in performance 	<ul style="list-style-type: none"> Article 29: Aims of education 	<ul style="list-style-type: none"> Article 7: Children with disabilities Article 24: Education Article 30: Participation in cultural life, recreation, leisure and sport



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<ul style="list-style-type: none"> • form positive relationships based upon trust and mutual respect 	<ul style="list-style-type: none"> • Article 3: Best interest of the child • Article 15: Freedom of association 	<ul style="list-style-type: none"> • Article 19: Living independently and being included in the community • Article 29: Participation in political and public life
<ul style="list-style-type: none"> • face and overcome challenge 	<ul style="list-style-type: none"> • Article 6: Survival and development • Article 13: Freedom of expression and access to information • Article 29: Aims of education 	<ul style="list-style-type: none"> • Article 7: Children with disabilities • Article 24: Education • Article 26: Right to habilitation and rehabilitation
<ul style="list-style-type: none"> • have the skills and knowledge to manage everyday life as independently as they can 	<ul style="list-style-type: none"> • Article 4: General Measures of Implementation • Article 29: Aims of education • Article 42: Promote knowledge and understanding of the Convention 	<ul style="list-style-type: none"> • Article 3: General principles • Article 9: Accessibility • Article 19: Living independently and being included in the community • Article 20: Personal mobility • Article 24: Education



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Ambitious, capable learners who are ready to learn throughout their lives

Purpose	The UNCRC	The UNCRPD
<ul style="list-style-type: none"> • set themselves high standards and seek and enjoy challenge 	<ul style="list-style-type: none"> • Article 2: Non-discrimination • Article 29: Aims of education 	<ul style="list-style-type: none"> • Article 3: General Principles • Article 5: Equality and non-discrimination • Article 24: Education
<ul style="list-style-type: none"> • are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts 	<ul style="list-style-type: none"> • Article 29: Aims of education 	<ul style="list-style-type: none"> • Article 24: Education
<ul style="list-style-type: none"> • are questioning and enjoy solving problems 	<ul style="list-style-type: none"> • Article 29: Aims of education 	<ul style="list-style-type: none"> • Article 24: Education
<ul style="list-style-type: none"> • can communicate effectively in different forms and settings, using both Welsh and English 	<ul style="list-style-type: none"> • Article 13: Freedom of expression and access to information • Article 30: Children of minorities/indigenous groups 	<ul style="list-style-type: none"> • Article 21: Freedom of expression and opinion and access to information
<ul style="list-style-type: none"> • can explain the ideas and concepts they are learning about 	<ul style="list-style-type: none"> • Article 29: Aims of education 	<ul style="list-style-type: none"> • Article 24: Education
<ul style="list-style-type: none"> • can use number effectively in different contexts 	<ul style="list-style-type: none"> • Article 29: Aims of education 	<ul style="list-style-type: none"> • Article 24: Education
<ul style="list-style-type: none"> • understand how to interpret data and apply mathematical concepts 	<ul style="list-style-type: none"> • Article 29: Aims of education 	<ul style="list-style-type: none"> • Article 24: Education



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<ul style="list-style-type: none"> • use digital technologies creatively to communicate, find and analyse information 	<ul style="list-style-type: none"> • Article 13: Freedom of expression and access to information • Article 14: Freedom of thought, conscience and religion • Article 16: Right to privacy • Article 17: Access to information – mass media 	<ul style="list-style-type: none"> • Article 9: Accessibility • Article 21: Freedom of expression and opinion and access to information • Article 22: Respect for privacy
<ul style="list-style-type: none"> • undertake research and evaluate critically what they find 	<ul style="list-style-type: none"> • Article 29: Aims of education 	<ul style="list-style-type: none"> • Article 24: Education



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Ethical, informed citizens who are ready to be citizens of Wales and the world

Purpose	The UNCRC	The UNCRPD
<ul style="list-style-type: none"> find, evaluate and use evidence in forming views 	<ul style="list-style-type: none"> Article 2: Non-discrimination Article 12: Right to be involved in decision-making Article 13: Freedom of expression and access to information Article 14: Freedom of thought, conscience and religion Article 17: Access to information – mass media Article 28: Access to education Article 29: Aims of education 	<ul style="list-style-type: none"> Article 3: General principles Article 5: Equality and non-discrimination Article 7: Children with disabilities Article 21: Freedom of expression and opinion and access to information Article 24: Education
<ul style="list-style-type: none"> engage with contemporary issues based upon their knowledge and values 	<ul style="list-style-type: none"> Article 1: Application of the Convention Article 2: Non-discrimination Article 29: Aims of education 	<ul style="list-style-type: none"> Article 5: Equality and non-discrimination Article 24: Education Article 19: Living independently and being included in the community Article 21: Freedom of expression and opinion and access to information Article 29: Participation in political and public life
<ul style="list-style-type: none"> understand and exercise their human and democratic responsibilities and rights 	<ul style="list-style-type: none"> Article 1: Application of the Convention Article 2: Non-discrimination Article 4: General Measures of Implementation Article 42: Promote knowledge and understanding of the Convention 	<ul style="list-style-type: none"> Article 3: General Principles Article 9: Accessibility Article 5: Equality and non-discrimination Article 29: Participation in political and public life Article 33: National implementation and monitoring



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<ul style="list-style-type: none"> understand and consider the impact of their actions when making choices and acting 	<ul style="list-style-type: none"> Article 12: Right to be involved in decision-making Article 29: Aims of education 	<ul style="list-style-type: none"> Article 3: General Principles Article 17: Protecting physical and mental integrity Article 24: Education Article 29: Participation in political and public life
<ul style="list-style-type: none"> are knowledgeable about their culture, community, society and the world, now and in the past 	<ul style="list-style-type: none"> Article 1: Application of the Convention Article 2: Non-discrimination Article 8: Preservation of identity Article 29: Aims of education Article 30: Children of minorities/indigenous groups 	<ul style="list-style-type: none"> Article 3: General Principles Article 5: Equality and non-discrimination Article 24: Education Article 29: Participation in political and public life Article 30: Participation in cultural life, recreation, leisure and sport
<ul style="list-style-type: none"> respect the needs and rights of others, as a member of a diverse society 	<ul style="list-style-type: none"> Article 1: Application of the Convention Article 2: Non-discrimination Article 3: Best interests of children Article 4: General Measures of Implementation Article 8: Preservation of identity 	<ul style="list-style-type: none"> Article 3: General Principles Article 5: Equality and non-discrimination Article 29: Participation in political and public life Article 30: Participation in cultural life, recreation, leisure and sport
<ul style="list-style-type: none"> show their commitment to the sustainability of the planet 	<ul style="list-style-type: none"> Article 6: Survival and development Article 24: Health and access to health services Article 27: Adequate standard of living 	<ul style="list-style-type: none"> Article 10: Right to life Article 25: Health Article 29: Participation in political and public life



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Enterprising, creative contributors who are ready to play a full part in life and work

Purpose	The UNCRC	The UNCRPD
<ul style="list-style-type: none"> Enterprising, creative contributors who are ready to play a full part in life and work 	<ul style="list-style-type: none"> Article 29: Aims of education 	<ul style="list-style-type: none"> Article 24: Education Article 29: Participation in political and public life Article 30: Participation in cultural life, recreation, leisure and sport
<ul style="list-style-type: none"> think creatively to reframe and solve problems 	<ul style="list-style-type: none"> Article 29: Aims of education Article 12: Participation in decision making 	<ul style="list-style-type: none"> Article 24: Education Article 29: Participation in political and public life
<ul style="list-style-type: none"> identify and grasp opportunities 	<ul style="list-style-type: none"> Article 1: Applying the Convention Article 2: Non-discrimination Article 4: General Measures of Implementation Article 27: Adequate standard of living Article 28: Access of education Article 29: Aims of education 	<ul style="list-style-type: none"> Article 24: Education Article 21: Freedom of expression and opinion, and access to information Article 30: Participation in cultural life, recreation, leisure and sport
<ul style="list-style-type: none"> take measured risks 	<ul style="list-style-type: none"> Article 13: Freedom of expression and access to information Article 29: Aims of education 	<ul style="list-style-type: none"> Article 3: General Principles Article 17: Protecting physical and mental integrity Article 21: Freedom of expression and opinion and access to information Article 24: education
<ul style="list-style-type: none"> lead and play different roles in teams effectively and responsibly 	<ul style="list-style-type: none"> Article 15: Freedom of association 	<ul style="list-style-type: none"> Article 19: living independently and being included in the community
<ul style="list-style-type: none"> express ideas and emotions through different media 	<ul style="list-style-type: none"> Article 12: Right to be involved in decision-making Article 13: Freedom of expression and access to 	<ul style="list-style-type: none"> Article 3: General Principles Article 9: Accessibility



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	<p>information</p> <ul style="list-style-type: none"> • Article 14: Freedom of thought, conscience and religion • Article 16: Right to privacy • Article 17: Access to information – mass media 	<ul style="list-style-type: none"> • Article 21: Freedom of expression and opinion and access to information • Article 22: Respect for privacy
<ul style="list-style-type: none"> • give of their energy and skills so that other people will benefit 	<ul style="list-style-type: none"> • Article 1: Application of the Convention • Article 2: Non-discrimination • Article 3: Best interest of the child • Article 4: General Measures of Implementation • Article 29: Aims of education 	<ul style="list-style-type: none"> • Article 5: Equality and non-discrimination • Article 19: living independently and being included in the community • Article 24: Education • Article 29: Participation in political and public life • Article 30: Participation in cultural life, recreation, leisure and sport



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How do the UNCRC and the UNCRPD fit into the [cross-cutting themes for designing your curriculum?](#)

[Welsh Government guidance](#) sets out that schools and practitioners should design a curriculum which incorporates opportunities for learning and consideration of cross-cutting elements. These should allow learners to:

- consider local, national and international contexts
- develop understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experiences

All of these themes holistically protect, promote and enable children’s human rights, supporting the full conventions. Themes also particularly support key articles of the two conventions, some of which are not directly supported in other areas of the curriculum. Examples of the articles supported are listed below.

Cross cutting theme	The UNCRC	The UNCRPD
Relationships and Sexuality Education	<ul style="list-style-type: none"> • Article 2: Non-discrimination • Article 3: Best interest of the child • Article 12: Right to be heard in decision-making • Article 13: Freedom of expression and access to information • Article 14: Freedom of thought, conscience and religion • Article 16: Right to privacy • Article 17: Access of information – mass media • Article 19: Protection from all forms of violence • Article 24: Health and access to health services • Article 29: Aims of education • Article 34: Protection from sexual exploitation 	<ul style="list-style-type: none"> • Article 3: General Principles • Article 5: Equality and non-discrimination • Article 6: Women with disabilities • Article 7: Children with disabilities • Article 16: Freedom from exploitation, violence and abuse • Article 17: Protection for physical and mental integrity • Article 19: Living independently and being included in the community • Article 21: Freedom of expression and opinion and access to information • Article 22: Respect for privacy • Article 23: Respect for home and the family



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	<ul style="list-style-type: none"> Article 39: Rehabilitation and support 	<ul style="list-style-type: none"> Article 25: Health Article 30: Participation in cultural life, recreation, leisure and sport
Human Rights Education	<ul style="list-style-type: none"> Article 2: Non-discrimination Article 3: Best interest of the child Article 4: General Measures of Implementation Article 6: Survival and development Article 12: Right to be heard in decision-making Article 28: Access to education Article 29: Aims of education Article 42: Promote knowledge and understanding of the Convention 	<ul style="list-style-type: none"> Article 1: Purpose of the Convention Article 3: General Principles Article 4: General Obligations Article 5: Equality and non-discrimination Article 7: Children with disabilities Article 8: Awareness raising Article 24: Education
Diversity	<ul style="list-style-type: none"> Article 2: Non-discrimination Article 13: Freedom of expression and access to information Article 14: Freedom of thought, conscience and religion Article 15: Freedom of association Article 17: Access to information – mass media Article 29: Aims of education Article 42: Promote knowledge and understanding of the Convention 	<ul style="list-style-type: none"> Article 3: General principles Article 5: Equality and non-discrimination Article 6: Women with disabilities Article 7: Children with disabilities Article 8: Awareness raising Article 19: Living independently and being included in the community Article 21: Freedom of expression and opinion and access to information Article 23: Respect for home and the family Article 24: Education Article 29: Participation in political and public life Article 30: Participation in cultural life, recreation, leisure and sport



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<p>Careers and work related experiences</p>	<ul style="list-style-type: none"> • Article 12: Right to be heard in decision-making • Article 13: Freedom of expression and access to information • Article 15: Freedom of association • Article 27: Adequate standard of living • Article 28: Access to education • Article 29: Aims of education • Article 31: Leisure, play and culture 	<ul style="list-style-type: none"> • Article 3: General principles • Article 19: Living independently and being included in the community • Article 21: Freedom of expression and opinion and access to information • Article 24: Education • Article 27: Work and employment • Article 28: Adequate standard of living • Article 29: Participation in political and public life • Article 30: Participation in cultural life, recreation, leisure and sport
<p>Local, national and international contexts</p>	<ul style="list-style-type: none"> • Article 1: Application of the Convention • Article 2: Non-discrimination • Article 7: Registration, name, nationality, care • Article 10: Right to see family in another country • Article 11: Right not to be taken out of the country illegally • Article 14: Freedom of thought, conscience and religion • Article 17: Access of information – mass media • Article 22: Rights of refugees and asylum seekers • Article 24: Health and access to health services • Article 27: Adequate standard of living • Article 28: Access to education • Article 30: Children of minorities/indigenous groups • Article 31: Leisure, play and culture • Article 32: Protection from dangerous work • Article 38: Protection from warfare 	<ul style="list-style-type: none"> • Article 1: Purpose of the Convention • Article 5: Equality and Non-discrimination • Article 11: Situations of risk and humanitarian emergency • Article 18: Freedom of movement and right to nationality • Article 19: Living independently and being included in the community • Article 27: Work and employment • Article 28: Adequate standard of living • Article 29: Participation in political and public life • Article 30: Participation in cultural life, recreation, leisure and sport



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How do the UNCRC and UNCRPD underpin the Areas of Learning and Experience (AoLE)?

Mathematics and Numeracy

What Matters statements:

- The number system is used to represent and compare relationships between numbers and quantities
- Algebra uses symbol systems to express the structure of mathematical relationships
- Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world
- Statistics represent data, probability models chance, and both support informed inferences and decisions

Developing problem solving and reasoning, and making logical, informed and justifiable decisions enables the rights of children to **participate** through being able to **access information** and **make decisions relating to their lives** (Articles 12, 13, 17).

The right of all children to **develop their skills** (Article 29) is a gateway right, through which they will experience their other rights. Learning in this AoLE will also enhance a child's wider experience of their rights related to **survival, wellbeing and provision** (Articles 6, 24 [This can include their experience of learning through the outdoor environment], 27).

This supports the following UNCRPD Articles:

- Articles 3: General Principles
- Article 7: Children with disabilities
- Article 19: Living independently and being included in the community
- Article 21: Freedom of expression and opinion and access to information
- Article 24: Education



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Health and Wellbeing

What matters statements:

- Developing physical health and well-being has lifelong benefits
- How we process and respond to our experiences affects our mental health and emotional well-being
- Our decision-making impacts on the quality of our lives and the lives of others
- How we engage with social influences shapes who we are and affects our health and well-being
- Healthy relationships are fundamental to our well-being

This AoLE has strong links to several **protection rights**, in particular Articles 19, 33, 34, 36. There are also clear links with **rights to survival and provision** (Articles 6, 24, 27, 39 & 42) and to **non-discrimination** (Article 2).

The **rights to decision making and freedom of expression** (Articles 12, 13 and 28) and the rights to cultural participation, play and religion are also promoted (Articles 14, 15 and 31). The development of healthy relationships also links **participation rights with the right to privacy** (Article 16), particularly in the discussion around technology.

This supports the following UNCRPD Articles:

- Article 1: Purpose of the Convention
- Article 5: Equality and Non-discrimination
- Article 9: Accessibility
- Article 10: Right to life
- Article 17: Protecting physical and mental integrity
- Article 22: Respect for privacy
- Article 25: Health



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Languages, Literacy and Communication

What matters statements:

- Languages connect us
- Understanding languages is key to understanding the world around us
- Expressing ourselves through languages is key to communication
- Literature fires imagination and inspires creativity

This AoLE particularly enables **cultural participation** (particularly Articles 14, 15, 30 and 31) and also **participatory rights** around **freedom of expression, understanding information** and **decision making** (Articles 12, 13 and 17). This AoLE also promotes the right to **non-discrimination** (Article 2). Learning and experiences in this area also offer opportunities to explore **identity** (Article 8) and support the holistic realisation of **educational rights** (Article 28, 29).

This supports the following UNCRPD Articles:

- Article 2: Definitions including communication and language
- Article 7: Children with disabilities
- Article 24: Education



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Science and Technology

What matters statements:

- Being curious and searching for answers is essential to understanding and predicting phenomena.
- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
- The world around us is full of living things which depend on each other for survival.
- Matter and the way it behaves defines our universe and shapes our lives.
- Forces and energy provide a foundation for understanding our universe.
- Computation is the foundation for our digital world.

Learning in this AoLE strongly promotes rights around **survival, provision and protection** (Articles 6, 24, 27, 33) and rights around **participation, freedom of expression and decision making**, (in particular Articles 12, 13 and 17, and also Article 16, the right to privacy). These rights are explored in the learning about ethical considerations around the development and application of science and technology. Learners can also reflect the full convention, including the **universality of the UNCRC** (Articles 1 and 2) in developing the ability to meaningfully ask the question, 'Just because we can, does that mean we should?'

This supports the following UNCRPD Articles:

- Article 4: General obligations
- Article 5: Equality and non-discrimination
- Article 9: Accessibility
- Article 21: Freedom of expression and opinion, and access to information



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Humanities

What matters statements:

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways
- Our natural world is diverse and dynamic, influenced by processes and human actions
- Human societies are complex and diverse, and shaped by human actions and beliefs
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action

This Area promotes **survival rights** (particularly Articles 6, 24, 35 and 38). Learning related to ethically informed citizenship is strongly underpinned by children and young people's right to **participation, and the right to information and freedom of expression** (Articles 12, 13, 15, 17). In addition this Area promotes the **right to non-discrimination** (Article 2) and **rights to cultural participation** (in particular Articles 14, 30, 31). Importantly, this Area also promotes Article 4 and Article 42, **the right of all children and young people to know about the UNCRC**. Articles 7 and 8 – strong link to identity.

This supports the following UNCRPD Articles:

- Article 3: General Principles
- Article 5: Equality and non-discrimination
- Article 8: Awareness raising
- Article 21: Freedom of expression and opinion, and access to information
- Article 30: Participation in cultural life, recreation, leisure and sport



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Expressive Arts

What matters statements:

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals
- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination

Articles that inform learning in this Area are **freedom of expression** and **participation** (Articles 12 and 13), rights to **cultural participation** (Articles 14, 15 and 31). Learning in this area also enables the role of expressive arts in **developing a child's skills and talents to the full** (Article 29).

This supports the following UNCRPD Articles:

- Article 3: General Principles
- Article 21: Freedom of expression
- Article 24: Education
- Article 30: Participation in cultural life, recreation, leisure and sport

Further Resources

The Children's Commissioner's [Ambassador schemes](#) are free and provide termly resources for schools to develop children's rights approaches and learning about human rights.

[The Right Way: A Children's Rights Approach for Education in Wales](#), is the Children's Commissioner's guidance for education settings. It sets out a practical approach based in the principles of the UNCRC, drawing on practice examples from schools across Wales.

The Children's Commissioner's [position paper](#) on Human Rights Education in the New Curriculum sets out why human rights must be central to our developing curriculum in Wales.

Please see [Resources](#) for further and specific lesson based curriculum links.



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