



Promoting British Values at Poplar Farm School

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.**

In November 2014, the Department for Education published advice for schools named “Promoting fundamental British Values as part of SMSC in schools”.

We promote these values through our own Poplar Promise, curriculum and enrichment activities.

Value	How we promote it
<p>Democracy</p> <p><i>Article 12, children have the right to express their views, feelings and wishes in all matters affecting them and have their views taken seriously.</i></p>	<ul style="list-style-type: none"> ▪ We have an elected school council and eco-warrior council. These are opportunities to promote and teach about democracy and the electoral process. ▪ We encourage volunteers in and out of school. This includes: assembly monitors; lunch helpers; playground buddies, as well as raising money for local and national charities. ▪ All classes have voting stations in their classrooms. ▪ Pupil and parent surveys take place during the school year. ▪ Democracy is also promoted through PSHE lessons and assemblies. ▪ Children are taught about the United Nations Convention on the Rights of a Child and learn to respect their rights and the rights of others.
<p>The rule of law</p> <p><i>Article 19, governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents and anyone else who looks after them.</i></p>	<ul style="list-style-type: none"> ▪ A consistent behaviour policy is employed across the school. ▪ Children are taught about road safety, stranger danger, fire safety, E-Safety. ▪ Through assemblies and PSHE lessons, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing, even when it’s difficult. ▪ Local police officers / PCSO’s visit the school to talk to the children and explain their role in society. ▪ Children are taught about the United Nations Convention on the Rights of a Child and learn to respect their rights and the rights of others.
<p>Individual liberty</p> <p><i>Article 15, every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</i></p> <p><i>Article 31, every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i></p>	<ul style="list-style-type: none"> ▪ Children are taught responsibility for their own belongings. ▪ Through assemblies and PSHE, children are taught about personal responsibilities, choices, ambition and aspiration. ▪ Children are encouraged to take opportunities to follow their interests in art, music, sports etc. ▪ Children are taught about the United Nations Convention on the Rights of a Child and learn to respect their rights and the rights of others. ▪ Children are taught how to keep themselves safe, including online, through computing lessons, PSHE lessons, assemblies, and outside organisations such as the NSPCC. ▪ A wide range of curriculum experiences are built into the curriculum, as well as a range of extra-curricular clubs.

	<ul style="list-style-type: none"> ▪ Children have opportunities to be a member of the school council or eco-warriors during their time at school. ▪ Children have opportunities to take part in school productions at different times in the year. ▪ Worry monsters are in all classrooms, and a worry box is outside The Nest for children to freely share their feelings.
<p>Mutual respect</p> <p><i>Article 2, the convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.</i></p> <p><i>Article 30, every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</i></p>	<ul style="list-style-type: none"> ▪ A consistent behaviour policy is employed across the school, and anti-bullying events take place throughout the year. ▪ Children are taught about the United Nations Convention on the Rights of a Child and learn to respect their rights and the rights of others. ▪ Mutual respect is taught through the PSHE curriculum and assemblies, when children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. ▪ Work within the community - Newton House; community singing; supporting the local food bank. ▪ Local and national fundraising events are planned in to the school calendar - Macmillan; Children in Need; Grantham rotary swimathon. ▪ Children take part in competitive sports within school, and with other schools in the local area. ▪ Visitors lead assemblies for the children from a variety of religious backgrounds.
<p>Tolerance of those with different faiths and beliefs</p> <p><i>Article 14, every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.</i></p>	<ul style="list-style-type: none"> ▪ Children are taught about the United Nations Convention on the Rights of a Child and learn to respect their rights and the rights of others. ▪ We have high expectations about pupil conduct and this is reflected in our behaviour policy and equality statement. ▪ Links with international schools enables children to learn about children around the world. ▪ Tolerance of different faiths and beliefs is promoted through the RE syllabus. Children learn about: What do people believe about God? How does faith and belief affect the way people live their lives? How do people express their religion and beliefs? How do people mark important events in life? ▪ The RE curriculum is supported by assemblies, which also mark and celebrate significant religious festivals. ▪ Visits are made by local religious leaders and children have opportunities to visit places of worship. ▪ Year group reading spines feature multicultural stories and books written by a variety of authors. ▪ Themed days focus on cultures represented within the school.