



## Frogmore Junior School

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### Promotion of British Values

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect** and **tolerance of different faiths and beliefs**. We promote these values through our ethos, own school values, curriculum and enrichment activities as well as expectations of behaviour.

Value	How We Promote It
<p><b>Democracy</b></p> <p><b>Links to school values:</b> Respect Equality</p> <p><b>UN CRC Article 12:</b> Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> <li>• Election of Head Boy and Girl and House Captains</li> <li>• Training and development of Junior Road Safety Officers</li> <li>• Pupil voice meetings through questionnaires, conferencing and pupil suggestions</li> <li>• An understanding of democracy is taught and highlighted through the PHSE lessons, school expectations and assemblies / collective worship</li> <li>• Class decisions on rewards</li> <li>• Integration within topic plans</li> <li>• Class charters</li> </ul>
<p><b>The rule of law</b></p> <p><b>Links to school values:</b> Respect Courage Equality</p> <p><b>UN CRC Article 19:</b> Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is clearly articulated within our behaviour policy, through assemblies and the school ethos. Systems of rewards and recognition are established</li> <li>• Children are taught about trust and respect particularly through assemblies and PSHE work.</li> <li>• A sense of morality and ethical behaviour is developed so that children know right from wrong and make appropriate choices.</li> <li>• Safeguarding practices are embedded in the curriculum (E-safety, SRE) to ensure pupils understand laws and appropriate behaviours in keeping themselves and others safe.</li> <li>• Liaison with outside agencies such as PCSOs</li> <li>• Pupil voice meetings</li> </ul>

<p><b>Individual liberty</b>  <b>Links to school values:</b>  Respect  Courage  Inspiration  Excellence  Equality  Determination  Friendship</p> <p><b>UN CRC Article 31:</b> All children have a right to relax and play, and to join in a wide range of activities.</p> <p><b>UN CRC Article 15:</b> Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<ul style="list-style-type: none"> <li>• The values are a key part of the school ethos and all personal attributes and rewards are linked to the values</li> <li>• Pupil voice meetings recognising pupil attributes and respecting each other’s voice and opinions</li> <li>• We have high expectations of behaviour and encourages pupils to develop and take responsibility for their own learning</li> <li>• We develop a sense of citizenship through our assemblies, PSHE programme and school culture</li> <li>• We run a range of extra-curricular clubs and activities to enhance learning and give children opportunities for fun, enjoyment and new experiences</li> <li>• Safeguarding practices are fully embedded in the curriculum and school life and we access programmes such as Jigsaw and SEAL to enhance our work</li> <li>• We embrace the notion of lifelong learners and promote this through staff modelling, PHSE and assemblies .</li> <li>• PE curriculum and lessons</li> <li>• Developing music based extracurricular experiences</li> </ul>
<p><b>Mutual respect</b>  <b>Links to school values:</b>  Respect  Friendship  Excellence  Inspiration  Equality</p> <p><b>UN CRC Article 2:</b> The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p><b>UN CRC Article 30:</b> Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p>	<ul style="list-style-type: none"> <li>• We have high expectations of behaviour and performance and nurture a culture of inclusion, tolerance and peer support</li> <li>• We have a clear RE programme that teaches children about other faiths and beliefs and our PSHCE / Equality scheme promotes acceptance and inclusion</li> <li>• We use SEAL materials such as ‘Getting on / Falling out’ to develop an understanding of relationships and how to cooperate and support one another.</li> <li>• We embrace the notion and participate in the ‘Be the Best You Can Be!’ scheme.</li> <li>• We have an inclusive practice and employ a range of specialist staff to meet the needs of all pupils so they can feel accepted and accept others</li> <li>• We promote respect through assemblies and our PSHCE programme</li> <li>• Integration of our HI pupils / resourced provision</li> <li>• Nurture provision through Cove group</li> </ul>
<p><b>Tolerance of different faiths and beliefs</b>  <b>Links to school values:</b>  Respect  Tolerance/Understanding</p> <p><b>UN CRC Article 14:</b> Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p>	<ul style="list-style-type: none"> <li>• We have high expectations of behaviour and a code of conduct that is based on respect and tolerance</li> <li>• Our assemblies and RE curriculum ensure pupils are aware of different faiths, beliefs and cultures and how we should accept and embrace differences of opinion</li> <li>• English curriculum supports S&amp;L objectives that are encountered through these themes</li> <li>• Our ethos embraces equality and inclusion</li> <li>• We have visits and visitors of different backgrounds and faiths to attend and lead activities such as assemblies</li> <li>• Attendance at pupils voice across the Trust to promote tolerance and unity</li> </ul>