



Can talk  
change the  
world?

British Values and  
Freedom of Speech

# Our Values

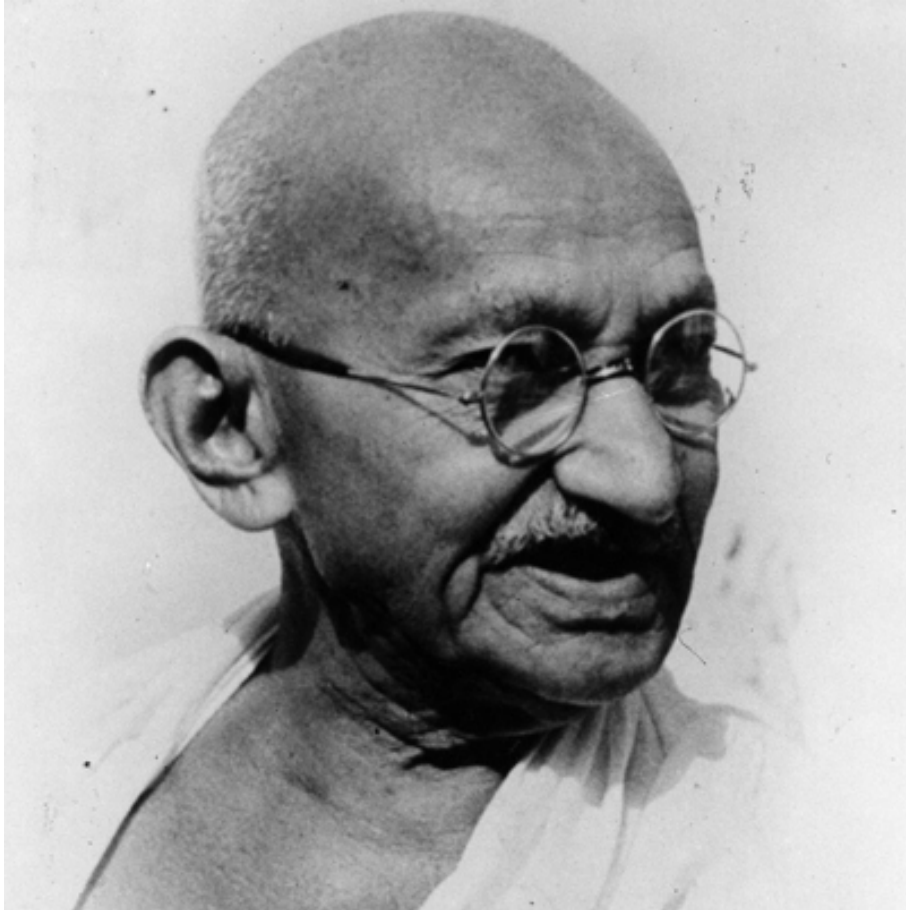
The background features a hand-drawn illustration of two stylized human figures. The figure on the left is composed of several overlapping colored shapes: a light green head, a yellow torso, and a blue lower body. The figure on the right is a simple black outline. The overall style is informal and artistic.

- Our Values - REACH
- British Values
  - Democracy - people's right to have their say
  - Rule of Law - respect for it
  - Individual Liberty - to be free
  - Mutual respect and tolerance of different faiths cultures

Recognise these people?



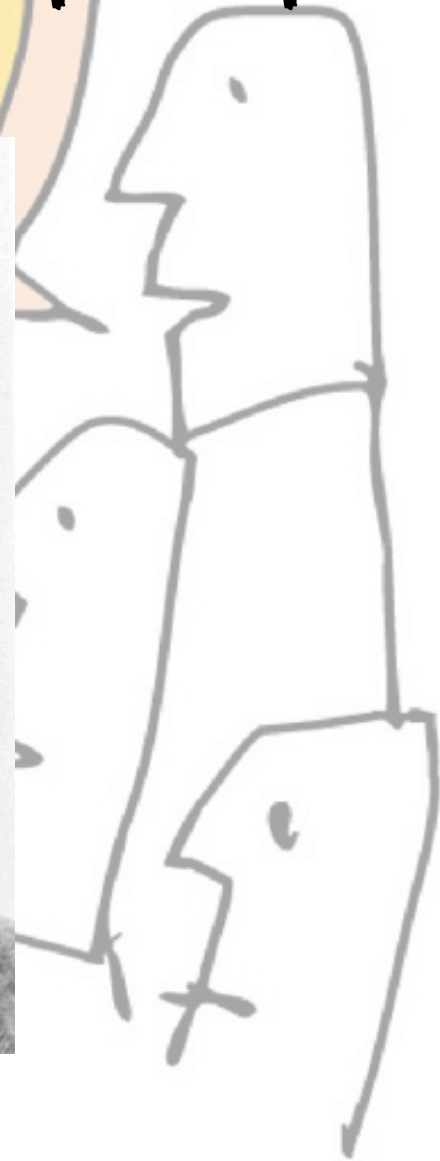
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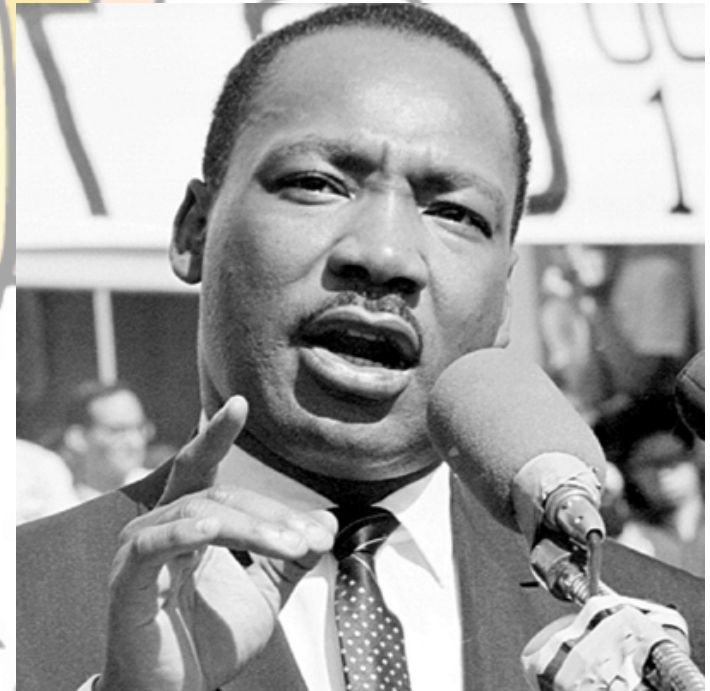


Recognise these people?



# One similarity

- Talk changed the world
- Martin Luther King day
- Non-violent activist
- Segregation - keeping people apart because of what they looked like!



Because of him...



# You too have a voice and rights and can change the world

## A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD

unicef

**ARTICLE 1** (definition of the child)  
Everyone under the age of 18 has all the rights in the Convention.

**ARTICLE 2** (non-discrimination)  
The Convention applies to all children without discrimination on the basis of race, ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**ARTICLE 3** (best interests of the child)  
The best interests of the child must be a top priority in all decisions and actions that affect children.

**ARTICLE 4** (implementation of the Convention)  
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

**ARTICLE 5** (parental guidance and a child's evolving capacities)  
Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their

**ARTICLE 13** (freedom of expression)  
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

**ARTICLE 14** (freedom of thought, belief and religion)  
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. Governments must respect the rights and responsibilities of parents to guide their children in this regard.

**ARTICLE 15** (freedom of association and assembly)  
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.

**ARTICLE 16** (right to privacy)  
Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

**ARTICLE 24** (health and health services)  
Every child has the right to the best possible health. Governments must provide good quality health care, nutritious food, and clean water and education to a healthy life. So that children in poor countries must have poor countries achieve this.

**ARTICLE 25** (review of placement in care)  
If a child has been placed away from home for the purpose of care or protection, there must be a faster review of the child's situation so that they can be returned to a family or, if necessary, to a new placement, the welfare of the child and their wider circumstances.

**ARTICLE 26** (social security)  
Every child has the right to benefit from social security and to receive support need of.

**ARTICLE 27** (adequate standard of living)  
Every child has the right to a decent standard of living. Governments must make sure that children have the right to a decent standard of living.

**ARTICLE 28** (education)  
Every child has the right to education. Governments must make sure that children have the right to education.

**ARTICLE 29** (education for the full development of the child)  
Education should be directed to the development of the child's personality, talents and abilities, and to the development of their sense of responsibility, self-respect, and respect for others.

**ARTICLE 30** (education for children of indigenous peoples)  
Indigenous children have the right to education that respects their culture, language and traditions.

**ARTICLE 31** (leisure, recreation and culture)  
Every child has the right to leisure, recreation, and to participate in cultural life and sports.

**ARTICLE 32** (protection from economic exploitation and hazardous work)  
Every child has the right to be protected from economic exploitation and from hazardous work.

**ARTICLE 33** (protection from drugs)  
Every child has the right to be protected from drugs.

**ARTICLE 34** (protection from sexual exploitation and abuse)  
Every child has the right to be protected from sexual exploitation and abuse.

**ARTICLE 35** (protection from trafficking)  
Every child has the right to be protected from trafficking.

**ARTICLE 36** (other forms of exploitation)  
Governments must protect children from all other forms of exploitation, for example the exploitation of children in the arms trade, in prostitution or in other illegal activities.

**ARTICLE 37** (protection from torture and detention)  
Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

**ARTICLE 38** (war and armed conflicts)  
Children must be protected from the effects of war and armed conflicts.

## ARTICLE 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

and keep in contact with both of them.

**ARTICLE 11** (abduction and non-return of children)  
Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

**ARTICLE 12** (respect for the views of the child)  
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

that it promotes children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

**ARTICLE 22** (refugee children)  
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

**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 and to play an active part in the community. Governments must do all they can to support disabled children and their families.

## ARTICLE 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

## ARTICLE 14 (freedom of thought, belief and religion)

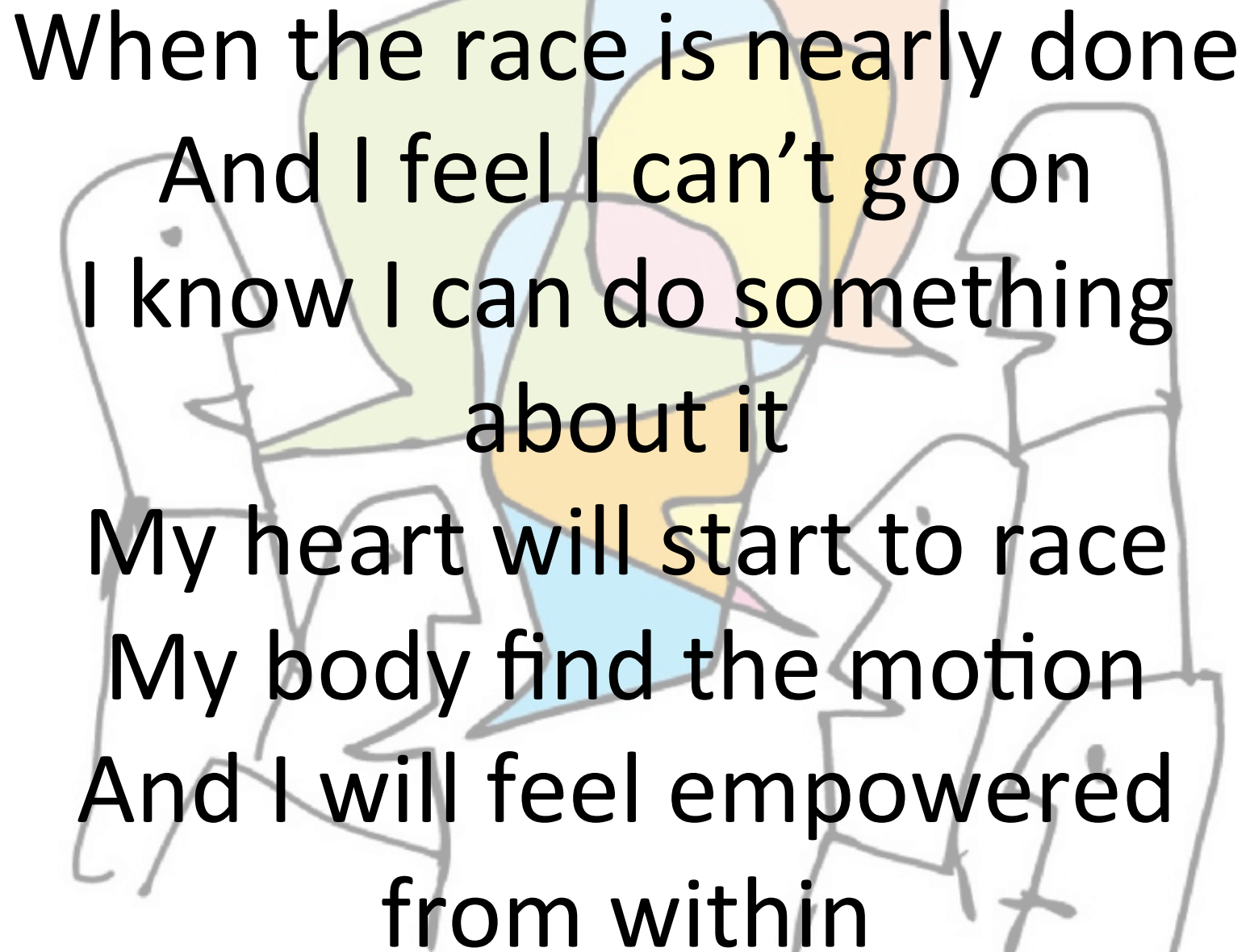
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

For more information go to  
[unicef.org.uk/crclop](http://unicef.org.uk/crclop)

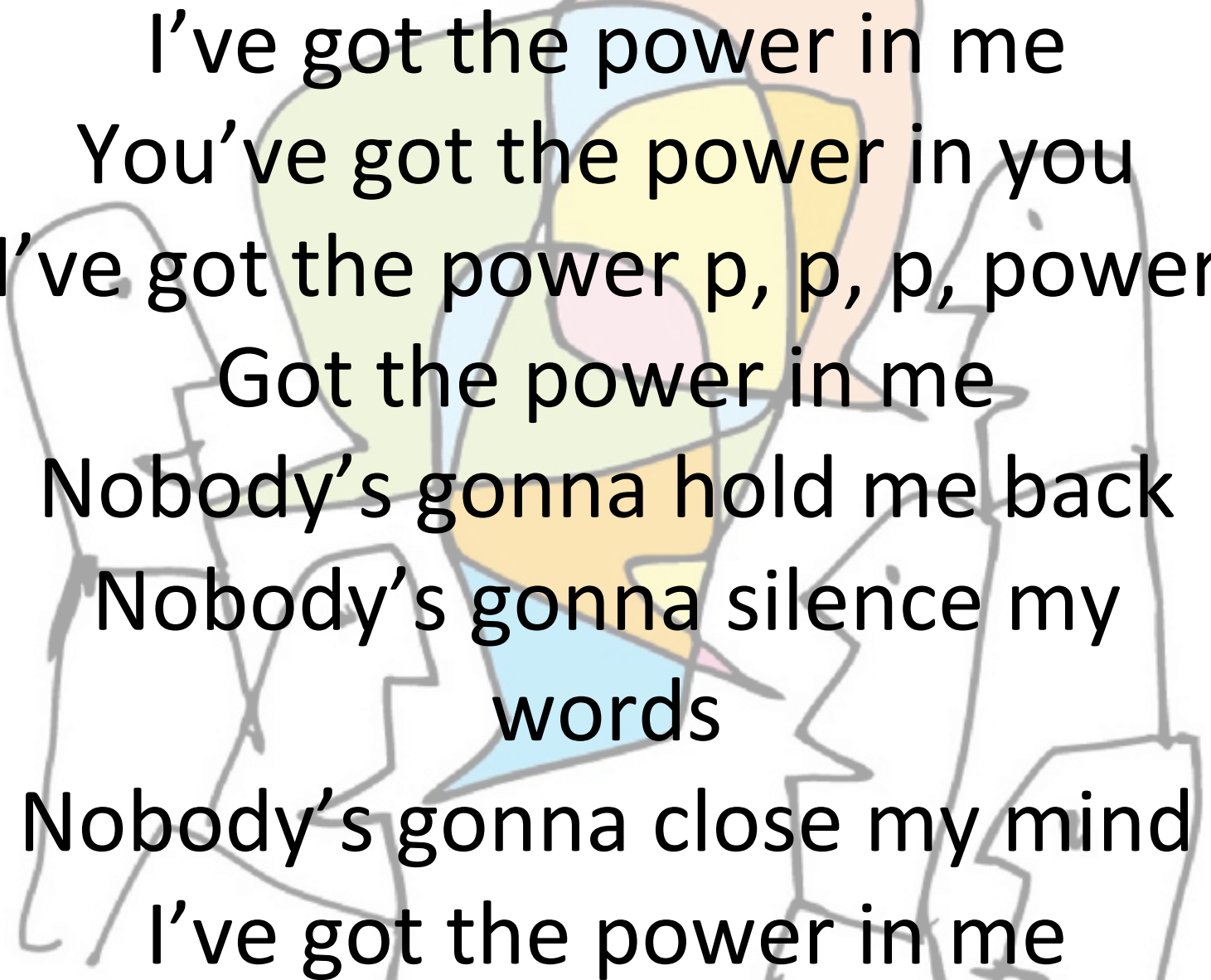
# How can we learn from him?

- Express our wishes
- Peacefully
- Sensibly
- Politely
- How?
- Academy Council

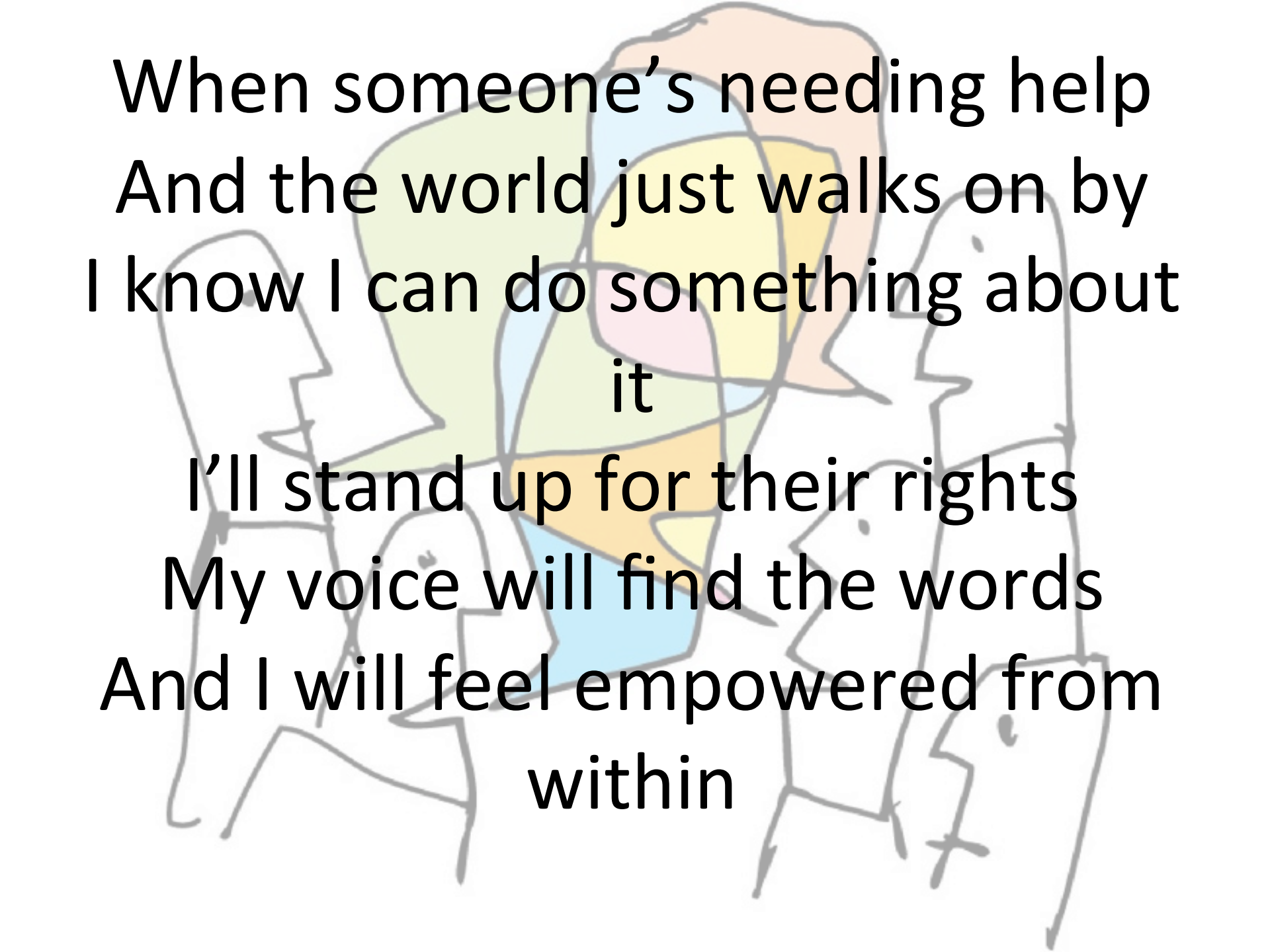


The background features a series of overlapping, semi-transparent colored shapes in shades of orange, yellow, green, blue, and pink. Superimposed on these are thin, grey line drawings of stylized human figures in various poses, suggesting movement and energy. The overall aesthetic is abstract and expressive.

When the race is nearly done  
And I feel I can't go on  
I know I can do something  
about it  
My heart will start to race  
My body find the motion  
And I will feel empowered  
from within

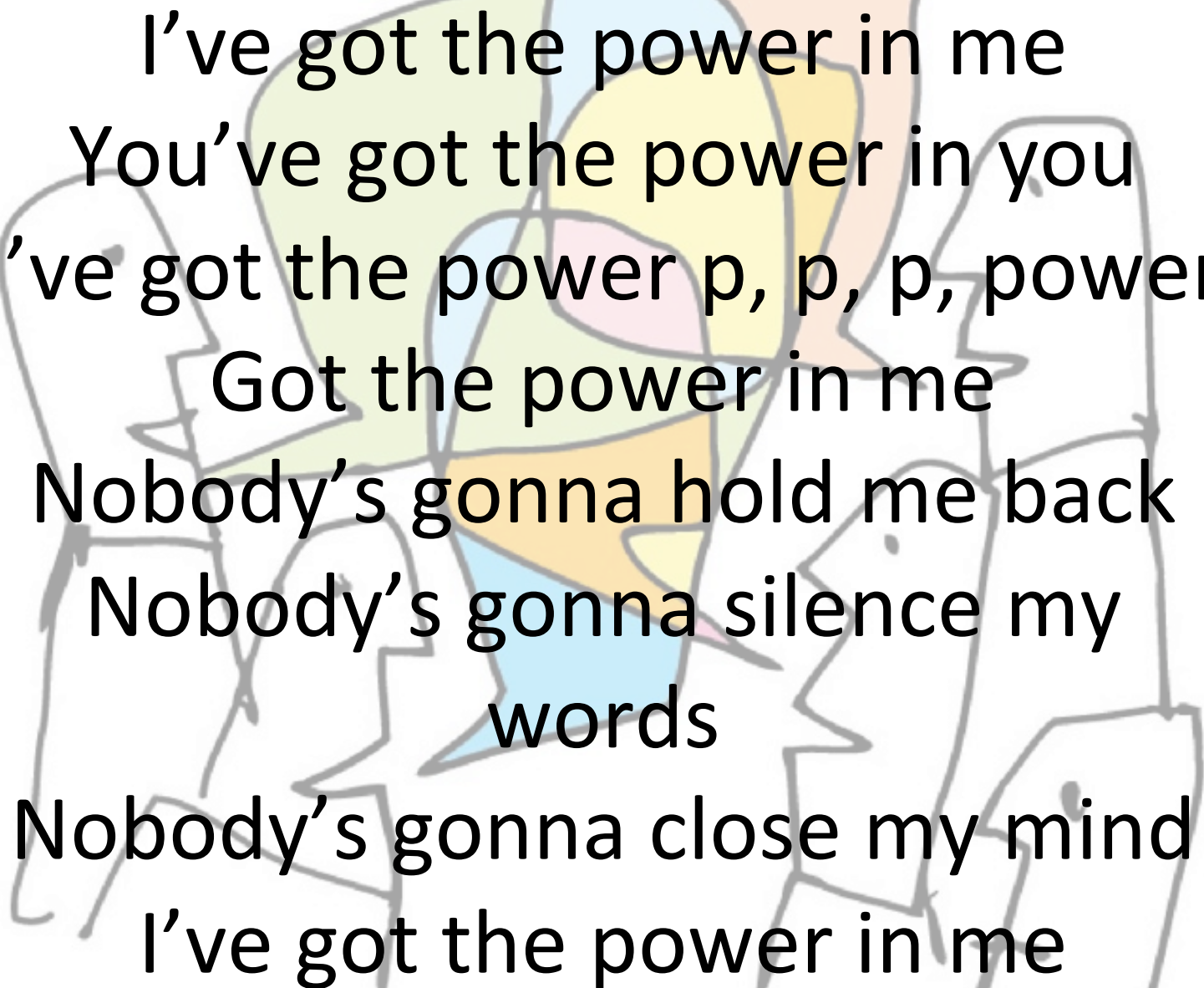


I've got the power in me  
You've got the power in you  
I've got the power p, p, p, power  
Got the power in me  
Nobody's gonna hold me back  
Nobody's gonna silence my  
words  
Nobody's gonna close my mind  
I've got the power in me

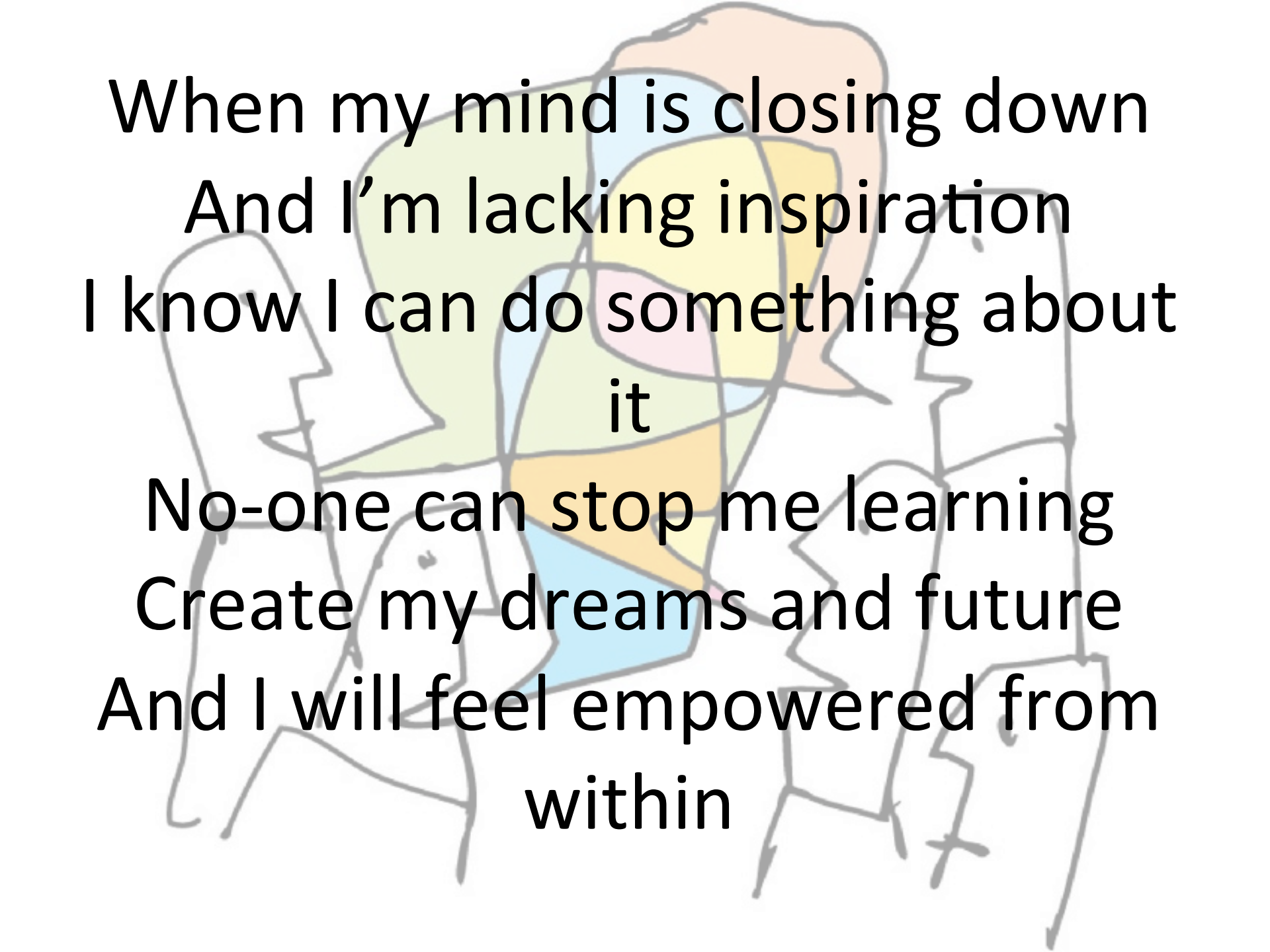


When someone's needing help  
And the world just walks on by  
I know I can do something about  
it

I'll stand up for their rights  
My voice will find the words  
And I will feel empowered from  
within

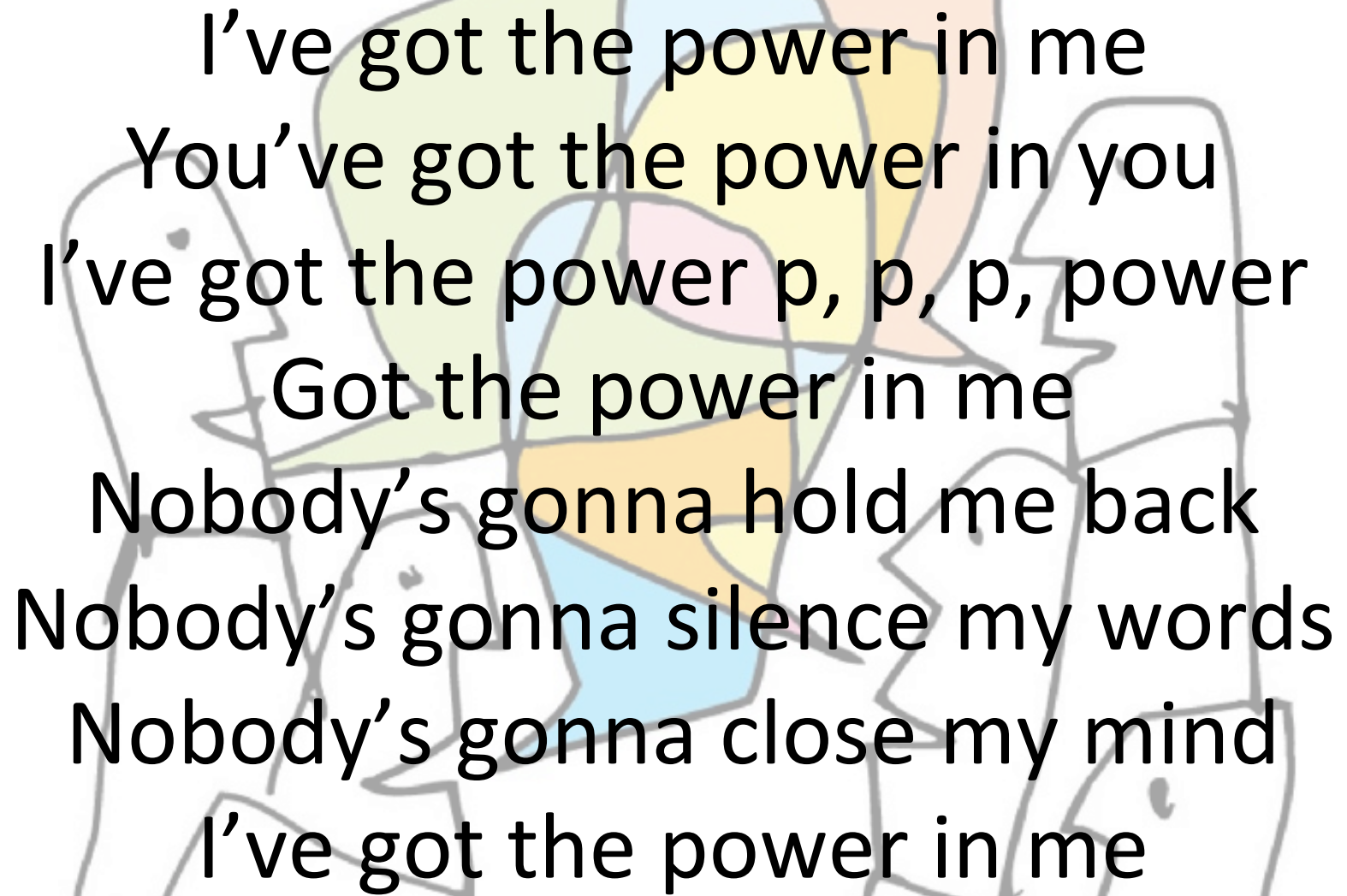


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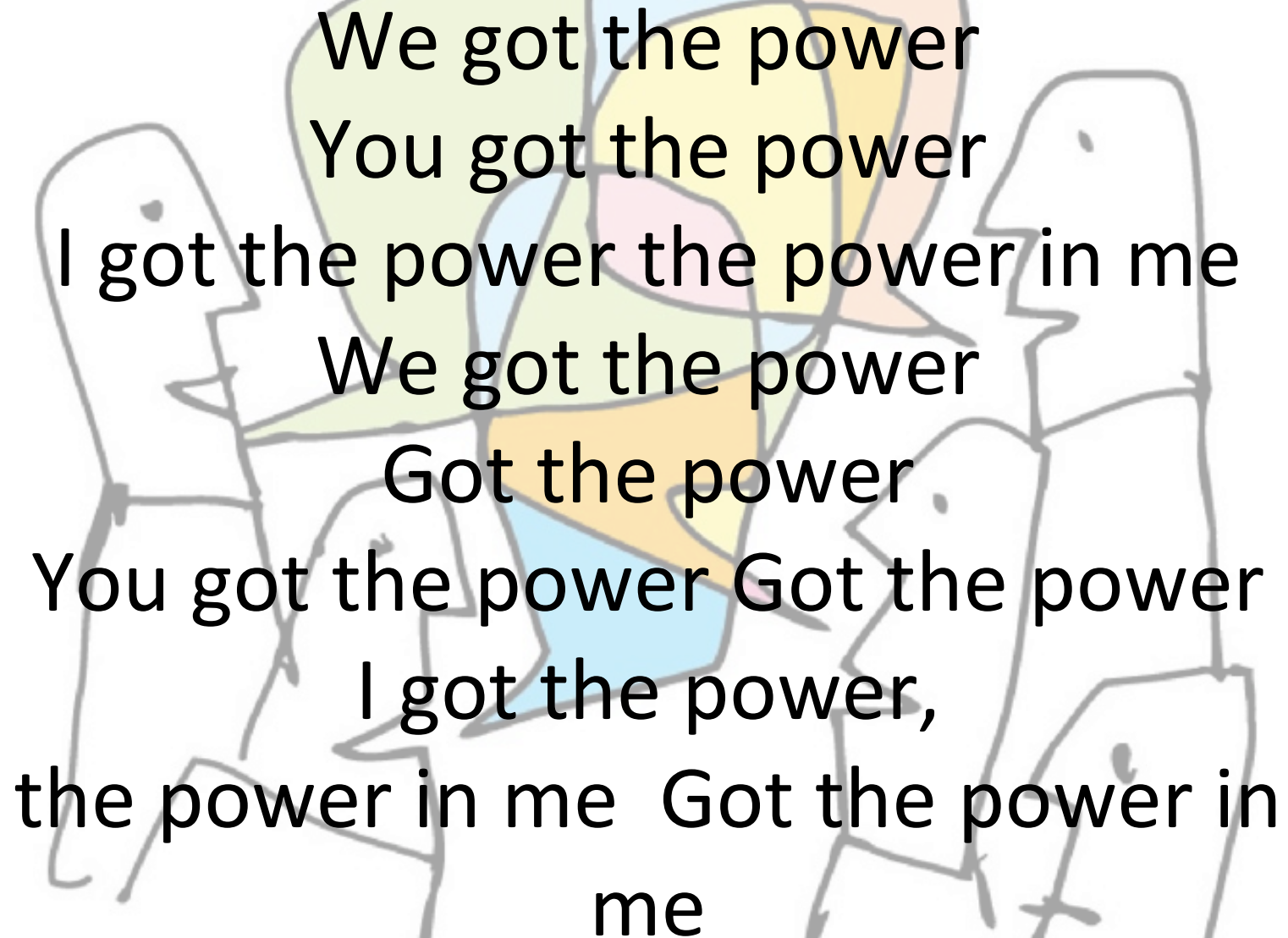
The background features a complex arrangement of overlapping, semi-transparent colored shapes in shades of orange, yellow, green, blue, and pink. Superimposed on these are faint, grey line drawings of human figures in various poses, some appearing to be in motion or interacting. The overall aesthetic is abstract and layered.

When my mind is closing down  
And I'm lacking inspiration  
I know I can do something about  
it

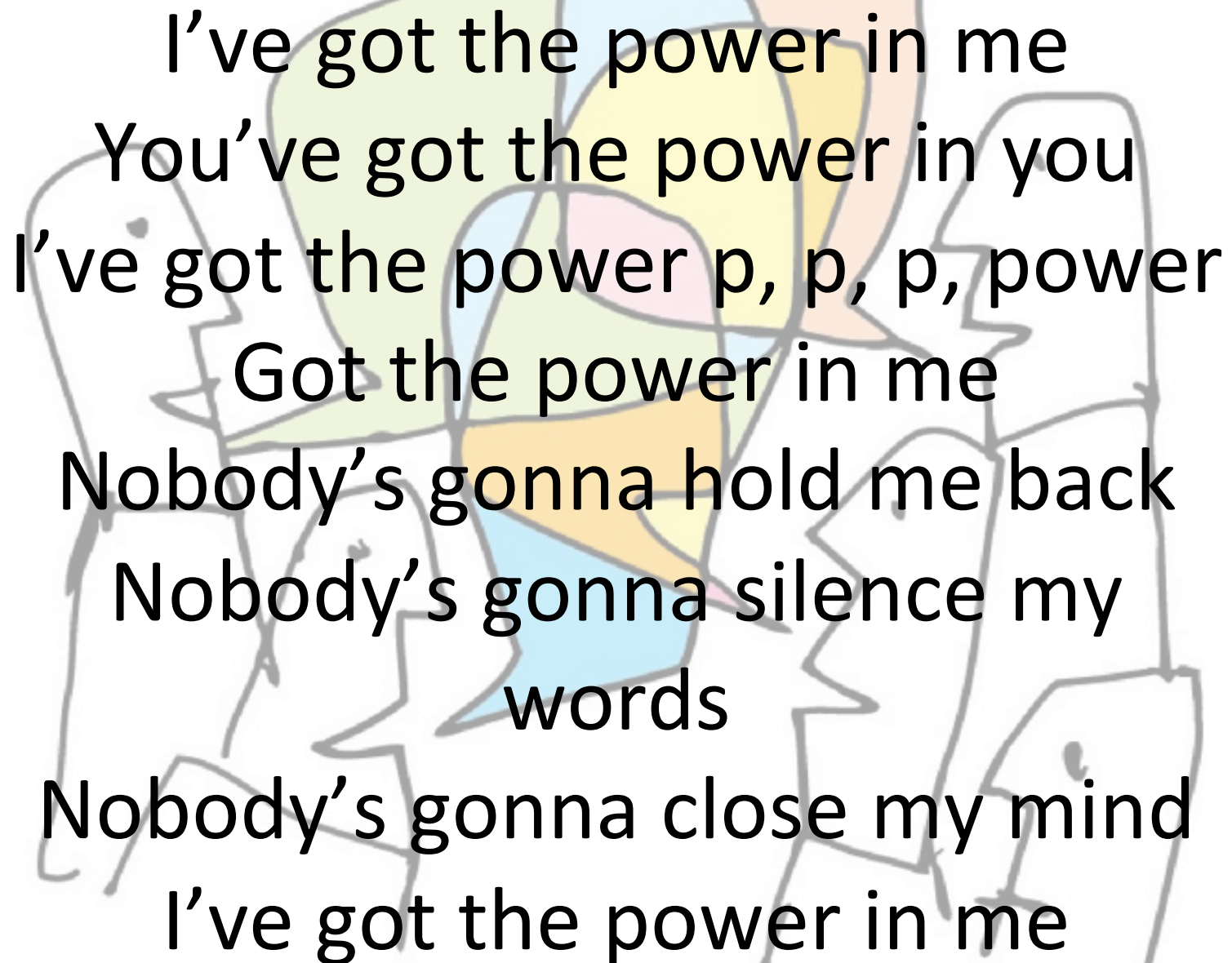
No-one can stop me learning  
Create my dreams and future  
And I will feel empowered from  
within

The background features a complex arrangement of overlapping, semi-transparent colored shapes in shades of orange, yellow, light blue, and light green. Superimposed on these are several thin, grey line drawings of stylized human figures in various poses, some appearing to be dancing or moving. The overall aesthetic is abstract and artistic.

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We got the power  
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Got the power  
You got the power Got the power  
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