

SCHEME OF WORK

Year Group:	Subject:	
Term :	Unit / Topic : Exploring 'British' Values	Teacher :

Lesson	Learning Activities	Learning Outcomes	Resources
Lesson1 – Understanding the concept of values Objectives To explore why we have 'values' To discuss investigate if they are the same for everyone <u>Key words:</u> Community: Community: A group of people living in the same place, or with a shared interest or characteristic Values: principals or standards of behaviour; one's judgement of what is important in life.	<p>Starter – Define the term 'community', then ask the group to think of at least one group or community that they feel part of, and an action/attitude/belief that is encouraged in that community.</p> <p>Ask members to share their choices and highlight the way in which a community will promote or discourage actions and behaviour – these are the groups values.</p> <p>Extension: why do we have values? Are they the same for everyone?</p> <p>Main Task - Explore the idea of 'Britishness' – did anyone identify Britain as a group they belong to? Why or why not? Do any of them feel British?</p> <p>What does 'being British' mean to them? Ask pupils to write answers on a mini whiteboard or piece of paper, which they will then hold up for others to see, although permit for further explanation if they wish to expand on their points.</p> <p>What values SHOULD British society promote? Record answers on large whiteboard/flipchart.</p> <p>Which ones DO they promote (if any) according to the group? Again, record answers and compare.</p> <p>Explain that subsequent sessions will be looking at each of the 'fundamental British Values' that have recently been developed.</p>	1.All pupils should recognise the link between a community and the values it promotes. 2.All pupils should consider what the word 'British' means to them and others.	Powerpoint (optional) Mini whiteboards/ Pens/markers (optional) Flipchart or large whiteboard
Methods of Assessment	Differentiation	Homework	

Lesson	Learning Activities	Learning Outcomes (some/most)	Resources
Lesson 2 – Rule of Law	<p>Starter – Bring up image of Lady Justice and analyse with the group. What can they see/what does it symbolise? (Blindfold=justice is blind, scales=judge according to balance of evidence, double-edged sword=consequences apply to any party involved)</p>	1.All pupils should be able to list the basic principles of fairness and justice.	Powerpoint (optional)
Objectives	Is this what justice really looks like in practice? Take views from the class. Touch on aspiration vs. reality – just because the system isn't perfect, is that a reason to stop fighting for it? (racism, sexism, religious discrimination etc.)	2.All pupils should be able to evaluate effectiveness of legal system in the UK.	
To evaluate how the rule of law is used in society	<p>Main activity – Ask class to work in pairs to come up with reasons why the rule of law is important. Stimulus questions include:</p> <ul style="list-style-type: none"> -Is fairness important? Why? How do we make sure that we achieve fairness? -What are the alternatives to the rule of law? Would they work? -Who would benefit/suffer the most if we didn't have the rule of law? <p>Ask the class to look at a case where the rule of law has not been applied effectively. Groups share answers and discuss consequences of the outcome in their particular case.</p> <p>Examples include: News of the World hacking case Steven Gerrard assault charge</p> <p>Discussion question: If someone has an important role to play in society (Police Commissioner, Prime Minister, Chief OFSTED Inspector) should they be allowed to postpone or suspend their sentence if they are found guilty of a crime? Why?</p>		
Methods of Assessment	Differentiation	Homework	

Lesson	Learning Activities		Learning Outcomes (some/most)	Resources
Lesson 3 – Individual Liberty	<p>Starter – ask the class to come up with as many rights/freedoms that UK citizens have as they can. Prompt them with sentence starters such as : <i>'The right to... Freedom of... Freedom to practice a...'</i></p>		1.All pupils should be able to name at least 2 basic rights that UK citizens hold.	Powerpoint (optional)
Objectives	<p>Why are these rights important? Why were they created? (reference the holocaust and the creation of the Universal Declaration of Human Rights – slide 3)</p>		2.All pupils should be able to recognise that no right is absolute and clashes can occur.	
Where do we draw the line when it comes to our freedom?	<p>Main activity – Can rights ever clash? Which should take priority if this happens? Reveal information on each case and ask the group to identify the rights that are in opposition to one another:</p> <p>Privacy vs. Life (planned terrorist act) Speech/Expression vs. Discrimination (neo-nazi protest) Religion vs. Marriage (same-sex) Fair trial vs. information (court case details reported in the media)</p> <p>Discuss the clashes, and ask individuals to share their views. At what point can a person's rights be taken away?</p> <p>Part 2 - The Prime Minister has decided to cut the number of rights people have in the UK. You have a list of 10 to choose from, but you are only allowed 3... which 3 are you going to choose and why?</p> <p>Class Vote – after a few members share their choices, ask the class to vote on which rights they think are the most important.</p>			
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Lesson 4 – Tolerance/Acceptance	<p>Starter – ask the class to come up with an example where they have recently disagreed with another person... how did they deal with it? What was the outcome? Has it been resolved, or is it on going?</p>	<p>1.All pupils to identify proportional responses and reactions to a difference of opinion.</p>	<p>Powerpoint (optional)</p>
Objectives	<p>Is it healthy to disagree? Does a difference of opinion mean society isn't cohesive/working together?</p>		
<p>To identify the way we show tolerance and acceptance</p>	<p>Main activity – Raise issue of Charlie Hebdo cartoons. What does the class make of them? Ask for responses/reactions</p> <p>What about feature or short films like Diary of a Badman? Should these films have been allowed to be made? Show clip to class and ask for responses.</p> <p>Plenary</p> <p>What does the group think is an appropriate response to things like these? Is it important to show tolerance/acceptance of such things?</p> <p><i>NB: The PowerPoint does contain some of the cartoons that the magazine has published, but before displaying them you MUST check that all pupils are comfortable with seeing them</i></p> <p><i>Do any of the pupils disagree with what the cartoons depicted?</i></p>	<p>2.All pupils to debate the impact of practicing freedom of speech/ expression and tolerance in modern society.</p>	
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Lesson	Learning Activities	Learning Outcomes	Resources
Lesson 5 - Democracy	Starter – Do any of the students know what a democracy is? Can they explain how it works? What other systems of government are there?	1.All pupils to list key features of a democracy.	Powerpoint (optional)
Objectives	What are the features of a modern democracy? Ask the group to come up with as many as they can (expect voting, politicians, free press, political parties, the courts).	2.All pupils to identify at least one course of action that they can take to impact modern society.	
How can we make it work for us?	<p>Why are all of these things in place? What do they aim to protect? = the people of society and their rights against those that look to take advantage or abuse them</p> <p>Main activity – Ask groups (6 in total) to come up with advantages and disadvantages for the key features – each student to fill in their own table, and then groups feedback answers.</p> <p>Discuss possible actions with the group, and aim to draw out examples such as:</p> <ul style="list-style-type: none"> Join a political party Join a pressure group (may need some additional explanation – focuses on one issue, rather than all aspects of society, and put pressure on the ruling party) Sign/start a petition (100,000 signatures needed to have it discussed in parliament) Start a campaign Lobby your MP (visit their offices, write a letter, tweet them!) Protest (march, flash mob, picket – all should be peaceful!) Strike (if in employment) Write a blog/letter/Build a twitter following Get involved in fundraising Join a charity <p>Plenary – E-campaigning. In your group (2/3 students), compose a tweet to someone in a position of power about an issue you think is important. YOU MUST STAY WITHIN THE 140 CHARACTERS LIMIT. What is your issue? Who are you tweeting? Which hashtags (if any) will you use?</p>		
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