

The Garibaldi School – Medium Term Curriculum Overview/ Dept: Personal Development/ Year Group: 10/ Half Term: 3/ Fundamental British Values

What is the point of the learning in this half term? Why are students learning it? How does it fit into the Year 10 journey? INTENT: This is a unit of work based upon the study of Fundamental British Values. Students will explore different concepts of the four Fundamental British Values and how these fit in to everyday life in Britain, across many different parts within society. This is an opportunity to raise awareness and educate our students on world-wide issues currently, specifically around Democracy, Discrimination and Forced Marriage and the Law. They will use this knowledge to reflect on the world around them, and will be well-educated to make better life choices that will help them to become integral people within British Society.

Interleaving and Retrieval Opportunities	Key Core Learning (Knowledge and Skills) What should be transferred into long term memory?	Enriched Knowledge				
What should students already know?	What do you want students to know?	How will you ensure that you make learning relevant to the world we live in?				
<p>Within the Garibaldi KS3 learning journey, students will already have knowledge of the x4 Fundamental British Values (Individual Liberty, Democracy, Respect and Tolerance of those with different faiths and beliefs, Rule of Law). As a result of students acquiring this previous knowledge, they will be able to observe and apply such knowledge to other key areas of the Personal Development curriculum, such as the laws surrounding consent within sexual relationships and the right for each and every individual to have Individual Liberty and a right to have an opinion.</p> <p>These skills directly link to the KS4 journey of Fundamental British Values as students are required to have embedded knowledge of morals, child-on-child abuse, FGM, as well as Rule of Law (consent within relationships). This is to ensure that all students have current and accurate knowledge of the support around them, as well as to help them recognise when Fundamental British Values have been broken such as the Law), or recognise when others may need support, such as the rights of others has been broken, or knowing to report when a crime has been committed.</p>	<p>Students will retain knowledge of Fundamental British Values from KS3, but will also develop and underpin their understanding in order to be able to identify the Fundamental British Values in implicit scenarios within society. These topics will be covered over a range of teaching styles, including group work, discussion-based tasks and questioning, as well as embracing key current events (such as worker shortages and Brexit, modern slavery and forced marriage, as well as discrimination against a current university student) to harness student learning.</p> <p>Students will retain knowledge whilst enhancing their ability to reflect on their own beliefs, opinions and what makes them a unique individual.</p> <p>LESSON CONTENT</p> <table border="1" data-bbox="786 1255 1172 1402"> <tr> <td>R5 L15</td> <td>Fundamental British Values 1. Democracy & Democratic Britain (S&Ts) & Democracy compared to other forms of govt. globally</td> </tr> </table> <table border="1" data-bbox="786 1591 1172 1927"> <tr> <td>R6, R10, R9, R33</td> <td>2. Individual Liberty & Freedom: multi-cultural & multi-faith Britain & Law 3. Mutual Respect & Tolerance: What is Discrimination? Identifying, reporting discrimination & its illegality in workplace 4. Diverse Sexuality, Cultures & Beliefs, own values, decisions, Forced marriage & honour-based violence & Law</td> </tr> </table> <p>Students to know:</p>	R5 L15	Fundamental British Values 1. Democracy & Democratic Britain (S&Ts) & Democracy compared to other forms of govt. globally	R6, R10, R9, R33	2. Individual Liberty & Freedom: multi-cultural & multi-faith Britain & Law 3. Mutual Respect & Tolerance: What is Discrimination? Identifying, reporting discrimination & its illegality in workplace 4. Diverse Sexuality, Cultures & Beliefs, own values, decisions, Forced marriage & honour-based violence & Law	<p><u>Links to support an ambitious curriculum:</u></p> <p>The Government and Democracy:</p> <p>‘Solve Worker Shortages with Immigration’: https://www.bbc.co.uk/news/business-63697458</p> <p>Forced Marriage & the Law:</p> <p>‘Modern Slavery and a surge of exploitation’: https://www.theguardian.com/global-development/2022/sep/12/ten-million-more-people-now-trapped-in-slavery-report-says</p> <p>Discrimination:</p> <p>‘New mum told she's not allowed to breastfeed on campus’: https://www.independent.co.uk/life-style/health-and-families/central-saint-martins-breastfeeding-student-b2200001.html</p>
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	<ul style="list-style-type: none"> • What democracy is and how this compares with other regimes/ governing bodies across the world, for example, the differences between the UK government and the American government. • Why a democratic Britain has its strengths, but also the limitations of democracy, for example, the issues raised as a result of freedom of speech. • What discrimination is and how to report discrimination, including the laws surrounding discrimination • How employers in the workplace adhere to the law on the Equality Act 2010 with regards to discrimination, for example, an employee's rights to sick pay. • How the UK celebrates diverse sexuality, for example, PRIDE month, LEGO LGBTQ+ figures, ethnic diversity in politics and reflecting on what makes themselves a unique individual. • What forced marriage is and the difference between forced marriage and arranged marriage, and that forced marriage is against the Law and is exploitation. • What honour-based violence is and the Laws around this, and that no-one, regardless of their culture or beliefs, should be subject to any form of violence or domestic abuse. 	
<p>Future Learning</p> <p>The next module to follow on from Fundamental British Values is First Aid.</p>	<p>Application of Knowledge</p> <p>Students will be able to make educated and healthy decisions for themselves with regards to their own moral compass, as well as supporting others when basic human rights have been taken away, both now (if applicable) and in their future.</p>	

Pedagogy	Approaches to Learning	Impact on Learning
<p>What possible teaching approaches could be used? How would you expect students to show progress?</p>	<p>Interleaving to the SEXIONS visits they will have received. Think back to the Sexions visit. What is consent? Why is it so important? What are the laws regarding consent?</p> <p>YouTube video: Ted Talk on Discrimination (for discrimination in the workplace lesson) https://www.youtube.com/watch?v=DZWulvhwFiU</p>	<p>The use of Interleaving here will not only support their current learning, but it makes their prior learning important, whilst encouraging them to understand that everything they have learned interlinks and contributes to them becoming a well-rounded individual.</p> <p>The video stimulus will engage students with the content whilst also allowing them to question the content being show in the clip. This may also give students an opportunity to reflect on their own/their friends or other people's behaviour and attitude towards their own moral compass. This will also provide students with a safe platform to develop their own opinions and Individual Liberty on morals and moral compass.</p>

TED^x Youth @ Grand Junction

x = independently organized TED event

Myth busting questionnaire-

By incorporating commonly asked questions with their answers- it may shock students with the true facts and statistics.

The use of FAQs and their true answers often shocks students and opens their eyes to the laws in Britain around racism, extremism, consent, as well as other key areas covered in this module.

Students will often have questions of their own as well, so it may be worth while giving out post it notes for them to write questions on. If mentors are unsure of how to respond to any questions can be passed on to A.Bleasdale/ E.Watts.