

The Garibaldi School – Medium Term Curriculum Overview/ Dept: Personal Development/ Year Group: 11/ Half Term: 5/ 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 11 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, Domestic Abuse and the Law, Gaslighting and Satire, Consent and Legally Recognised Marriages. 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, without upsetting others.</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 and being prepared to leave The Garibaldi School with a plethora of skills harnessed for real-world application.</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 Consent, Legally Recognised Marriages and the Law, Mutual Respect and Domestic Abuse, Individual Liberty through Relationships and Democracy in Britain) 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> <hr/> <p>Fundamental British Values</p> <ol style="list-style-type: none"> 1. FBV- LAW: Consent, the Law Legally Recognised Marriages 2. FBV- Individual Liberty: Relationships, Gaslighting, Satire 3. FBV- Mutual Respect: Domestic Abuse & Online Relationships 4. FBV- Democracy: Democracy in Britain <p>(this unit considers the impact of curriculum disruption)</p> <p>Students to know:</p>	<p><u>Links to support an ambitious curriculum:</u></p> <p>Embracing Cultures: Arranged Marriages</p> <p>https://www.ncl.ac.uk/press/articles/archive/2021/04/conversationarrangedmarriages/</p> <p>Domestic Abuse:</p> <p>'The long term health impacts of domestic violence':</p> <p>https://www.theguardian.com/society/2023/apr/02/i-got-a-brain-injury-and-a-life-sentence-the-hidden-legacy-of-male-violence-against-women</p> <p>Democracy in Europe:</p> <p>https://www.coe.int/en/web/compass/democracy</p>

	<ul style="list-style-type: none"> • What democracy is and how this compares with other regimes/ governing bodies across the world, for example, Democracy throughout Europe and its purpose • Studying the Law when considering legally recognised marriages in the UK, the changes in the UK for same-sex marriages being legally recognised and embracing this as one of our Fundamental British Values • How we should welcome and celebrate Individual Liberty, but use it wisely so we never upset or offend others • What mutual respect should look like in relationships and what it does not look like when concerning domestic abuse and online relationships • What domestic abuse 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. 	
Future Learning None- unless students remain with us into KS5. KS5 learning journey begins with: Health and Wellbeing- the Importance of vaccination.	Application of Knowledge 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.	

Pedagogy	Approaches to Learning	Impact on Learning
What possible teaching approaches could be used? How would you expect students to show progress?	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?	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.
	Real-world application:  <p>An example of fake news</p> <ul style="list-style-type: none"> • Fake news has become a big issue in recent times - especially following the US election. • One of the most shared stories during the US election was about Donald Trump, who then became the president of the US. • Many people reported that he had called his own Republican voters "the dumbest group of voters in the country". But he never even said it. • There were also lots of fake news stories on Hilary Clinton. • Some people say that fake news stories can have an effect on how people vote, which - if true - is also a serious problem. • As a result of the rise of fake news, the UK Parliament launched an investigation into it. <p>TASK: How does this example demonstrate a misuse of Individual Liberty?</p>	The real-world stimulus will engage students with the content whilst also allowing them to question the content being shown on the slide. This may also give students an opportunity to reflect on their own/their friends or other people's behaviour and attitude towards the lack of reality of news. This will also provide students with a safe platform to develop their own opinions and Individual Liberty on morals and moral compass.

Myth busting card-sort-

By incorporating commonly used phrases, it may shock students to understand what domestic abuse actually is.

Domestic Abuse- Card-sort:

5 mins

In pairs/ small groups, write down the following behaviours into an order of most common to least common.

1. Scapegoating (taking anger or frustration out on your partner)

4. Dishonesty and betrayal (infidelity, lying, cheating)

7. Depriving your partner (not being attentive, expressive, affectionate, supportive, caring or loving)

2. Attacking your partner (blaming, abuse, physical, emotional, sexual)

5. Negativism (nit-picking, nagging, criticising)

8. Neglecting your partner (ignoring, workaholism, addictions)

3. Gossiping (telling family or friends about your problems but not addressing them with your partner)

6. Controlling your partner ('my way' or else, perfectionism, trying to change your partner, possessiveness)

The use of frequently used phrases and their true answers often shocks students and opens their eyes to the laws in Britain around consent and domestic abuse, 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.