

What is the point of the learning in this half term? Why are students learning it? How does it fit into the Year 8 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 human rights, discrimination, racism, sexism and morals. 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) from the year 7 Fundamental British Values unit. 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 marriage, 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 (Lying, cheating, stealing). 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, 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 the increase in racism and homophobia since Brexit) 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 1150 1285 1686"> <thead> <tr> <th></th> <th>Fundamental British Values</th> </tr> </thead> <tbody> <tr> <td>L13 R44, R45</td> <td>1. Individual Liberty: Human Rights, <u>inc</u> in employment</td> </tr> <tr> <td></td> <td>2. Law: Anti-Social Behaviour, <u>inc</u> gang crime</td> </tr> <tr> <td>R 40 R 41</td> <td>3. Mutual Respect & Tolerance of all: Discrimination, Racism & its Impact</td> </tr> <tr> <td></td> <td>4. Rule of Law: Sexism, Homophobia, Biphobia, Transphobia, Inclusion</td> </tr> <tr> <td>R39</td> <td>5. Challenging Prejudice & <u>discrimination</u>, <u>inc</u>, online</td> </tr> <tr> <td></td> <td>6. Democracy in Society</td> </tr> <tr> <td></td> <td>7. Morals: Positive & Negatives of online presentation (are people really who they say they are?)</td> </tr> <tr> <td></td> <td>Dropdown Day</td> </tr> </tbody> </table> <p>Students to know</p> <ul style="list-style-type: none"> • What their rights and responsibilities are in the workplace, such as adhering to rules and regulations, but also ensuring they are aware of the entitlements 		Fundamental British Values	L13 R44, R45	1. Individual Liberty: Human Rights, <u>inc</u> in employment		2. Law: Anti-Social Behaviour, <u>inc</u> gang crime	R 40 R 41	3. Mutual Respect & Tolerance of all: Discrimination, Racism & its Impact		4. Rule of Law: Sexism, Homophobia, Biphobia, Transphobia, Inclusion	R39	5. Challenging Prejudice & <u>discrimination</u> , <u>inc</u> , online		6. Democracy in Society		7. Morals: Positive & Negatives of online presentation (are people really who they say they are?)		Dropdown Day	<p><u>Links to support an ambitious curriculum:</u></p> <p>Gangs:</p> <p>https://westbridgfordwire.com/nottinghamshire-drugs-gang-who-exploited-children-jailed-for-36-years/</p> <p>Racism:</p> <p>Newsround: what is racism and what can be done about it? https://www.bbc.co.uk/newsround/52965984</p> <p>BBC: Racism and the England Football Team https://www.youtube.com/watch?v=P7LRDBeHfes</p> <p>Morals:</p> <p>‘We want to help as many people as we can’: https://www.bbc.co.uk/newsround/65296796</p>
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	<ul style="list-style-type: none"> • The pressures they might face from peers in order to fit in, and how this can lead to risk-taking behaviour, such as joining gangs, or committing crimes • The consequences of joining gangs and how this is extremely dangerous, not just for themselves, but for their families and the local community • That any discriminatory language will not be tolerated, whether in school or out of school, and that any forms of discrimination (e.g. homophobia, transphobia, biphobia, sexism, racism, any faith-based prejudice) will be met with serious consequences • What it means to stand up to discrimination, and what we all should be doing to tackle societal issues such as racism and homophobia • That stereotyping, prejudice and discrimination lead to wrongful assumptions about people, and that we need to embrace our multicultural Britain and we all can bring something to society to help others, embracing that everyone can play an integral part in society 	
<p>Future Learning</p> <p>The next module to follow on from Fundamental British Values is Employment and the Workplace (HT1, year 9)</p>	<p>Application of Knowledge</p> <p>Students will be able to make educated decisions and will be able to act accordingly if they ever experience or witness any form of discrimination, prejudice or racism, whether in school or later on in life. For students to be well-equipped with knowledge on their rights in the workplace, to ensure they know what they're entitled to, but also what they should deliver to employers for long-lasting working relationships.</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 Relationships and Sexual Health and Wellbeing. Think back to these modules. What is consent? Why is it so important? What are the laws regarding consent?</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>YouTube video: Ted Talk on ...</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>
	<p>Myth busting questionnaire- By incorporating commonly asked questions with their answers- it may shock students with the true facts and statistics.</p>	<p>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.</p>

		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.
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