

What is the point of the learning in this half term? Why are students learning it? How does it fit into the Year 9 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 morals, Sexting (right vs. wrong), Democracy and Extremist views. 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 (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 World Cup and FIF dropping their support of LGBTQ+) 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 1186 1231 1606"> <tr> <td></td> <td>Fundamental British Values</td> </tr> <tr> <td>R10</td> <td>1. Morals and moral compass, Trust</td> </tr> <tr> <td>R29, R30, L25, L26</td> <td>2. Right vs. wrong (sharing sexual images without consent, managing pressure, & law)</td> </tr> <tr> <td></td> <td>3. Values and commitments</td> </tr> <tr> <td></td> <td>4. Democracy</td> </tr> <tr> <td></td> <td>5. Extremist Views & Radicalisation</td> </tr> </table> <p>Students to know</p> <ul style="list-style-type: none"> • What trust is and how this is shown on a daily basis • How our morals and moral compass are developed everyday, for example, doing the 'right' thing, curtesy and etiquette (holding the door open, politeness) • What constitutes as 'right' and 'wrong' behaviour, including the Law • Able to apply 'wrong' behaviour and the Law to Sexual Relationships, in terms of sharing sexual images without 		Fundamental British Values	R10	1. Morals and moral compass, Trust	R29, R30, L25, L26	2. Right vs. wrong (sharing sexual images without consent, managing pressure, & law)		3. Values and commitments		4. Democracy		5. Extremist Views & Radicalisation	<p><u>Links to support an ambitious curriculum:</u></p> <p>World Cup- issues around LGBTQ+ and the lack of respect and support from FIFA:</p> <p>https://www.theguardian.com/football/2022/nov/07/six-in-10-in-uk-oppose-qatar-hosting-world-cup-over-anti-gay-laws</p> <p>Extremist Views and Radicalisation:</p> <p>Terrorist Attack on Dover migrant centre, Kent:</p> <p>https://www.bbc.co.uk/news/uk-england-kent-63473640</p> <p>Sex and the Law:</p> <p>Manchester United's Mason Greenwood arrested for breaching bail conditions after rape arrest:</p> <p>https://www.manchestereveningnews.co.uk/sport/football/football-news/man-uniteds-mason-greenwood-arrested-25270837</p>
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	<p>consent and the Law, and how to manage peer-pressure when concerning 'bad' or 'wrongful' behaviour.</p> <ul style="list-style-type: none"> • What it means to be committed, for example, in a relationship, in life-long learning, committed to being a 'good' person • Considering what they value in life, for example, to look after family and friends, to value self-respect by not following negative group behaviour • To value Democracy in Britain and what this means, for example, voting for governments, being able to share their voice and opinions • To understand what extremism is, and to understand that this applies to all races, for example, extreme right groups in the UK committing racist crimes. • To understand the signs of being 'groomed' into radicalisation, the signs to watch out for being radicalised, as well as where to report suspicious activity or who to talk to if they have concerns 	
<p>Future Learning</p> <p>The next module to follow on from Fundamental British Values is Health and Wellbeing.</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 the Ethics of Lying (for morals, or right vs. wrong lesson) https://www.youtube.com/watch?v=OI-G23HF6Sw</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>

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.