

This unit of work is designed to encourage detailed discussion and reflection. During the delivery you will need to allow time for this and encourage real depth of thought. The presentation includes links to clips and work to review from last year.

This first presentation is intended to last at least 3 lessons if delivered effectively. You can add your own activities that will support this process. Discussion that develops thinking and understanding is the important thing.

You will need to handle questions of identity and opinion sensitively as pupils can be quite outspoken. For example; if somebody identifies themselves as British then we don't have the right to question their version of that, there are many different ways of being British eg. British Pakistani etc.

Learning Outcomes:

- To develop knowledge and understanding of British Values.
- To consider our heritage and identity
- Identify our own different identities
- To recognise the link between British values and character
- Describe how our family history helps shape our identity
- Explain how we can have many identities and still be British

ASPIRE SUMMER 2018

BRITISH VALUES & CHARACTER



HUMILITY

HONESTY

GENEROSITY

SERVICE

COURAGE

JUSTICE

SELF-DISCIPLINE

GRATITUDE

What are the main aspects of our culture that are recognised as our 'British Values'?

1) Democracy;

LINK1, LINK2, LINK3 (support info)

What does this mean?

2) The rule of law;

What is this and how does it affect us? FILM

3) Individual liberty;

What is this and why is it important?

4) Mutual respect and tolerance of those who differ from ourselves; [LINK](#)

How do people differ and why do we need to understand these differences?



SECURE:

(1) Introduction to Equality and Diversity

- What is equality?
- What is diversity?



(2) Holocaust Memorial Day

- What is HMD?
- Why should we commemorate HMD?



(3) Equality Mark: Race

- What is race?
- What is racism?



Equal
Dive

During form time you have been considering Equality and Diversity.

Discuss 2 questions;

1) how does this fit in with to the idea of our British Values?

2) How does Equality and Diversity contribute to with Character?

(7) Equality Sexual Orientation

- What is sexual orientation?
- How can we prevent discrimination against people based on sexual orientation?

Mark: ns



are of inst gender?

(8) Introduction to Equality

- What is an equality charter?
- Why do we want to create form and school equality charters?

- What equality and diversity commitment do we want to make?

- How are we going to present our form equality charter?



- How can these all be put together to create a whole school charter?

school er forms charter?



Key word: Heritage

How do history and tradition contribute to 'Britishness'?

<https://www.bbc.co.uk/education/clips/z4mjmp3>

Work in groups; discuss and record traditional events that are part of our British heritage. As a class look at your recorded ideas' are they all correct?

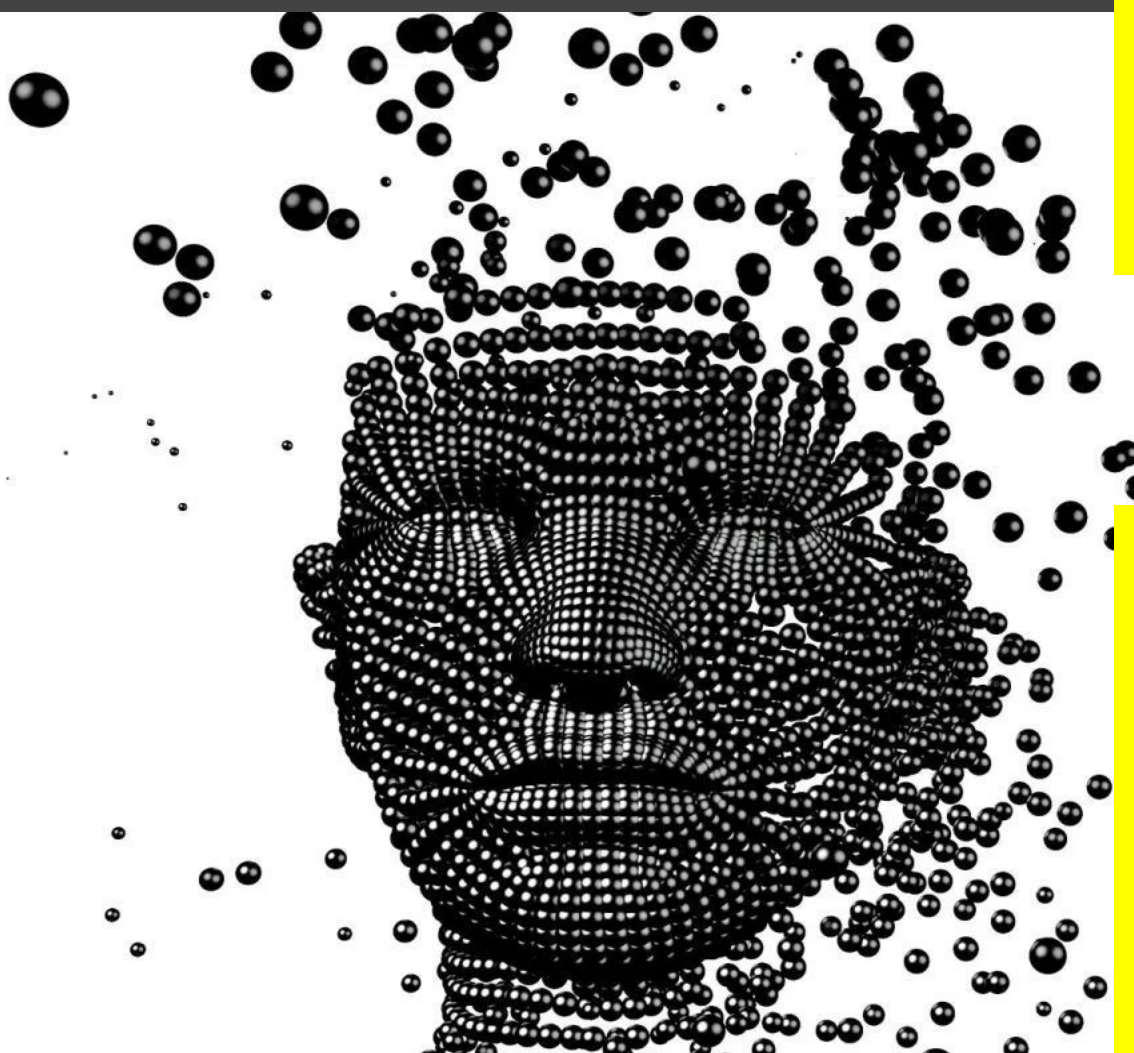
Which elements of character are demonstrated through the traditions that we uphold?



**Mutual respect and tolerance
of those who differ from
ourselves.**

**What could the differences
be?**

**How important is individual
identity?**



Brainstorm in groups;

What is unique about you and your family?

We are a product of our experiences and our perception of reality and our beliefs are influenced by this

2) Watch and discuss the film



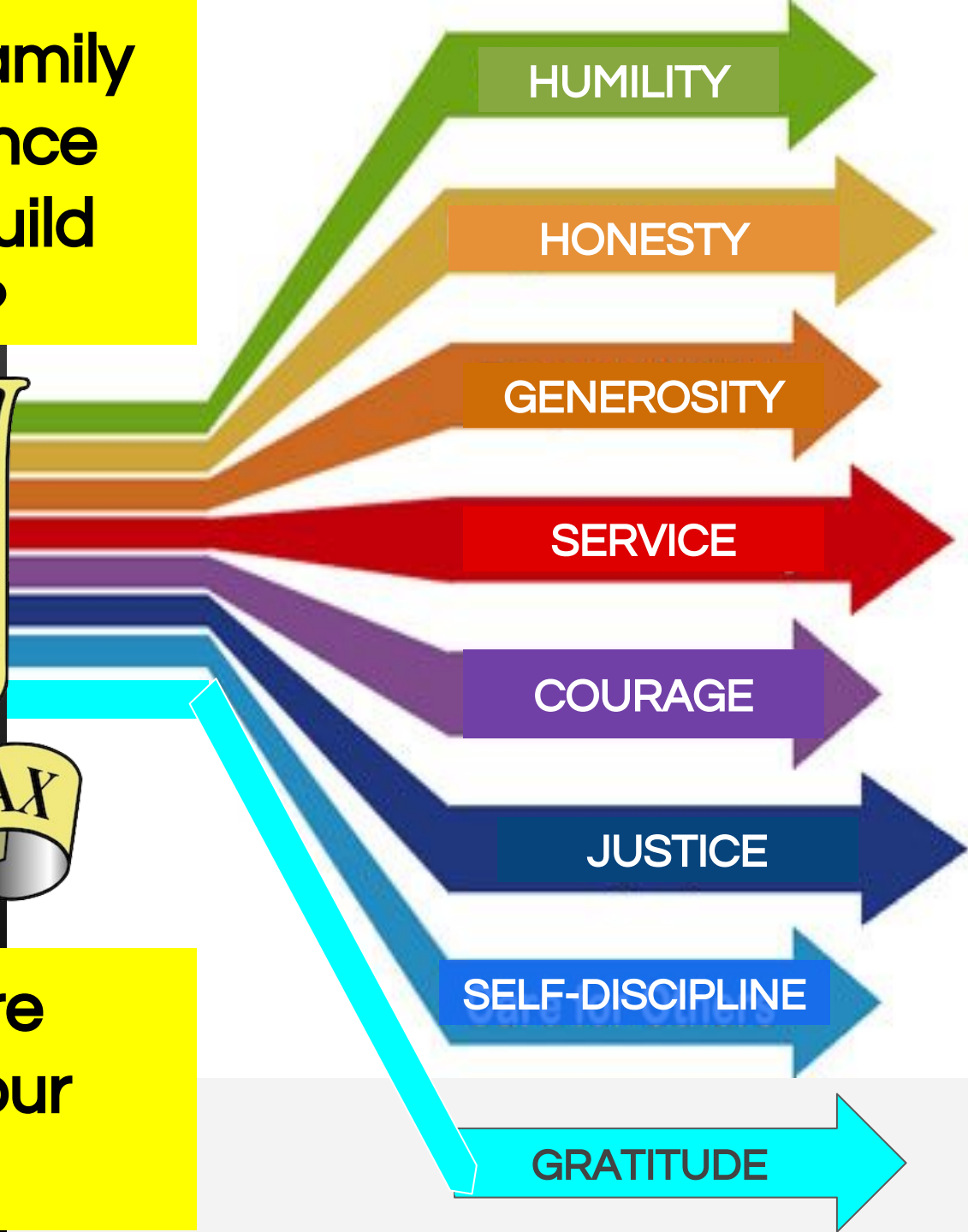


**What do these pictures suggest?
How might these children develop different
perspectives on people and the world?
We are a product of our experiences and our
perception of reality and our beliefs are influenced
by this.**

How has your family life and experience helped you to build your character?



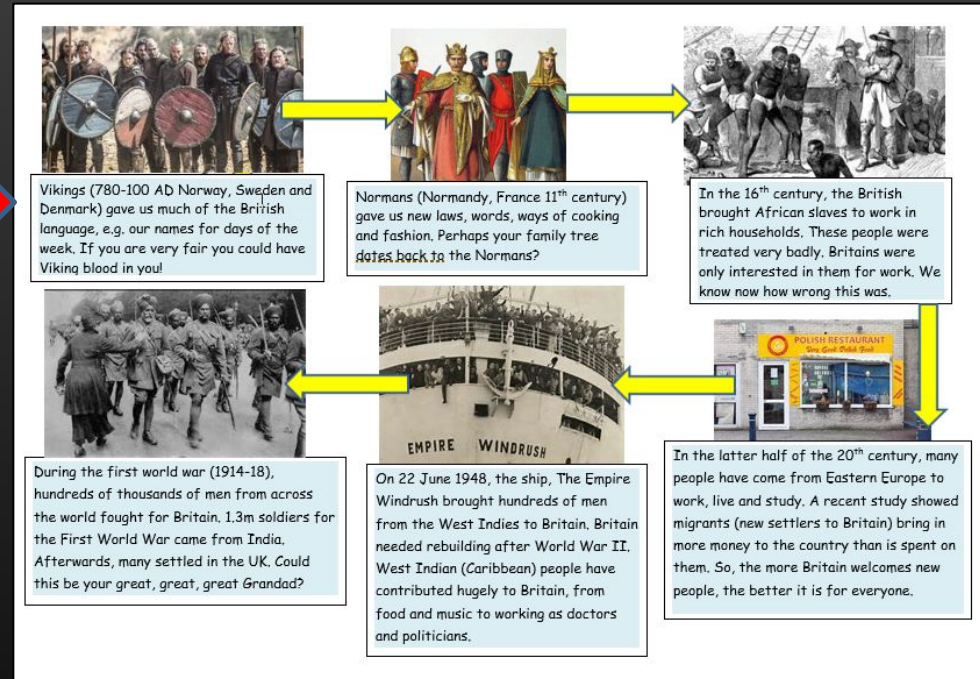
What values are important to your family?

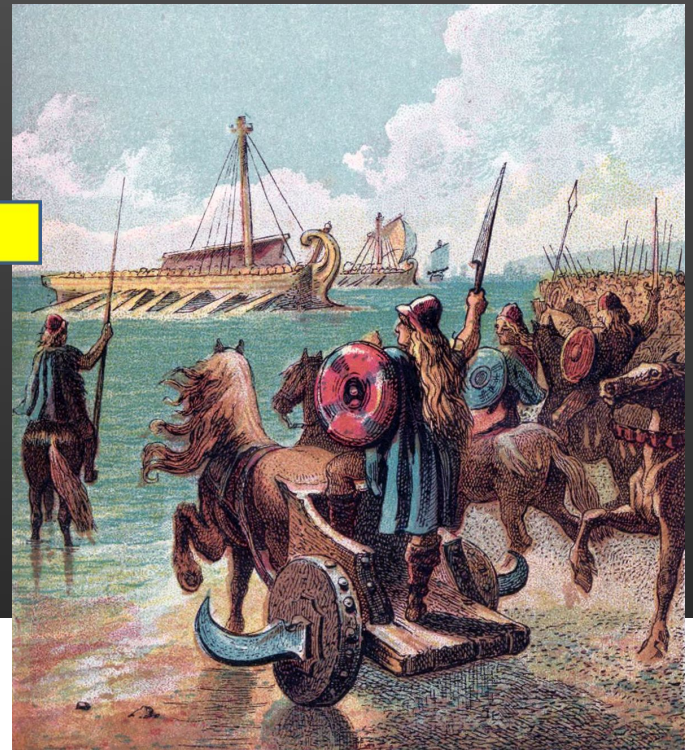


Since those early days of Britain, over a thousand years ago, people have settled here from all over the world.

Look at and discuss the simple timeline of Britain.

Before next week find out about your own family, where do your ancestors come from?





Britain has always been a place of full of people who have different identities.

Some of the first people to live in Britain were called the **Angles**. They were from Holland, Denmark and Germany.

Almost 2000 years ago, Romans had also took over Britain. Some of you may have families that date back to the Romans!

We can all trace our family history back and find people from different countries, if we go back far enough.

FILM CLIP ON NEXT SLIDE



challenge questions to discuss and research:

Give three reasons why people have come to live in Britain in the last thousand years.

Describe what new things these people have introduced to Britain.

Explain why you think it is important that we remember about the different groups that have made up Britain.



What does having different identities mean?

Cecile's parents are from France. Cecile was born in Britain.

Is Cecile British?



Our **Learning Outcomes:**

To consider our heritage and identity

Identify our own different identities

Describe how our family history helps shape our identity

Explain how we can have many identities and still be British



Cecile's parents are from France. Cecile was born in Britain.

Is Cecile British?

Yes, if you were born and live in Britain you are British.

Cecile is British.

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Today we will be thinking about what it means to be British and how we can all have more than one identity.

What do we mean by the word identity?

KEY WORD

Identity – who or what a person is, what makes them, them.



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We know Cecile is British. This is part of her identity.



Cecile speaks French. Her parents are French.

How many identities does
Cecile have?

Why do you think this?

It is much harder to know whether we are related to Vikings or Romans, as it was so long ago.

However, we can have multiple identities because of our parents and grandparents and the places we've lived.

CLASS DISCUSSION POINT:

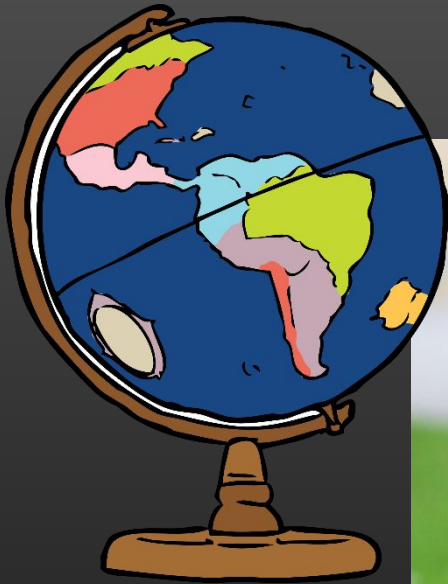
Where do our grandparents; or their parents come from?

'Family Bingo'.

You have exactly 5 minutes to find as many students as you can who have family members from these places. Each time you do, you cross out the square. The first person to cross out ALL the squares must shout 'BINGO!'

That person wins the game.





So, just like Cecile, many of us may feel like we have different identities because of our close family links to other countries.

Has anyone here lived in another country?



Sometimes living in another country also shapes our identity.

If all your family is British and you move to China when you are a child, you will grow up speaking Chinese at school. You may love Chinese pop music, cartoons and food. You may even apply to become a Chinese '**Citizen**'.

This is the same when someone from another country moves to Britain. You can become a '**British Citizen**'.



KEY WORD

Citizen – a person who is legally recognised to belong to a particular country.

<https://www.bbc.co.uk/education/clips/zvd4d2p>

Yonis' family are from all over the world, but they now live in Britain and have become British Citizens.

Watch the clip and answer the challenge questions on your sheet.

Where does Yonis live?

Where were Yonis' parents born?

Where were his brother's born?

What identities does Yonis have?

What else makes up Yonis' identity? How?

Can you be Muslim and British? How?

Why do the children say 'everyone is unique'?

How can Yonis have a Somali identity if he's never been there?



Challenge: Write down what your different identities are, **or** the identities of one other person in the class.

More challenging: Write a paragraph about how one of the groups on your timeline came to Britain **or** how your own family came to Britain.

Mega challenge: Pick a person with more than one identity. Explain what makes them British.



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