



British Values Planning - Year 6

THEME:	British Values		
Duration Dates of Unit of Work:	2/3 days	Teacher: John Duckett and Justine Mowbray	
PURPOSE:	To explore philosophical questions regarding freedom and individual liberty		
Cross-curricular Opportunities	Art		
	Core value link	All core values will be linked to this unit	
Subject:			
National Curriculum References			
Unit Learning Objective	<p>Aim: The aim is to enable the children to learn about values, to explore and test ideas about values for themselves, to think about examples of values in action and to consider the challenges that values held by others present to them.</p> <p>In particular, these activities aim to:</p> <ul style="list-style-type: none"> • Explore philosophical questions regarding freedom • Learn the necessity of free will for moral goodness from a religious perspective • Evaluate JS Mill's argument for liberty of expression 		
Stimulus	<p>Display this thought experiment by John Locke (1632-1704):</p> <ul style="list-style-type: none"> • A man wakes up in a room that, unknown to him, is locked from the outside. • He chooses to stay in the room, believing he has chosen freely. • In reality, he has no option. • However, his ignorance of this gives him an illusion of freedom. <p>Does Locke mean this as a metaphor for human life? What could the locked door symbolise? What limits us? What does the man's ignorance symbolise? What are we unaware of? Do you accept this thought experiment as an accurate description of human freedom?</p>		
Sequence of teaching and learning (and features of working wall):		Resources:	

- Can I explain what freedom is?
- Can I reflect on the question, 'do we have to be free to be good'?
- Can I reflect on the question, 'Is liberty of expression essential?'

- Thought experiment by John Locke



Lesson 1 - Freedom

Date:

Learning Challenge: Can I explain what freedom is?

Outline of the session:

Draw a 'Freedom-ometer' on the board, a measuring device with a scope of 1 -10. The children jot down a number from 1 (completely trapped) to 10 (completely free), reflecting how free they feel generally in their lives.

Ask the class: Can you come to school naked? Discuss reasons why not – social, physical, cultural, legal. Listen to any reasons why the children would come to school naked!

Individually, the children are to copy and complete these sentence starters:

I have freedom to...

Sometimes my freedom is limited by...

Display the quotation by Rousseau: '*Man is born free and everywhere he is in chains.*' (Jean-Jacques Rousseau, 1712 – 1778) Discuss what Rousseau means by 'chains'. The children are to create a graffiti board entitled, 'Freedom is...'. Give the children small pieces of coloured paper to complete the sentences with words and pictures. Stick them to the graffiti board, and take a few minutes to explore their ideas. Define 'freedom' as 'the power to determine action without restraint'. Return to the Freedom-ometer. After discussion, has anyone's feelings of how free they are changed?



Lesson 2 - Freedom = Good?

Date:

Learning Challenge: Can I reflect on the question, 'do we have to be free to be good'?

Outline of the session:

Tell the class a little story:

I was finishing my marking in my classroom; it was getting late. Just then two boys I taught, Jack and Connor, appeared in the doorway. They nervously asked for my help. They had an exam tomorrow and were panicking. Could I help? I stayed in school with them for two more hours, going over their notes and making sure they remembered the key facts. I even gave them something to eat.

The next day a box of chocolates and a card were on my desk. It was from Jack. He had bought them on the way to school to thank me. Two days later he got his results and came to say thank you again, as he had done really well.

I didn't see or hear anything from Connor, although Jack told me he had also done well in the test. About three weeks later, Connor's teacher brought him to me one afternoon. He had heard about the support I had given the boys and was cross that Connor had never been to thank me. Connor shuffled about in the doorway and mumbled a few words of thanks, before he was dismissed.

Which of these boys' thanks, Jack's or Connor's, meant more to me? Why?

Discuss the value of Jack's 'thank-you' – given freely, with some effort, from his own initiative. Discuss the value of Connor's thank you – extracted under duress.

Read Genesis 3, where Adam and Eve disobey God in the Garden of Eden and bring about the Fall from Grace. The characters and situation, as well as the nature of the Genesis text, might need some introduction.

Complete the storyboard using the questions to help the children structure their thoughts for the story board if necessary:

1. What did God command Adam and Eve not to do?
2. Why did Adam disobey God?
3. What was God's reaction?
4. What was his punishment?

The children are to write some brief text and design an image or symbol for each square, then give the storyboard a title.

Do we have to be free to be good? – Discuss.



Lesson 3 - Is Liberty of expression essential?

Date:

Learning Challenge: Can I reflect on the question, 'Is liberty of expression essential?'

Outline of the session:

Introduce the idea of Freedom of Speech. It may be suitable to open up the discussion by asking the class for their responses to the murder of Charlie Hebdo cartoonists.

Share with the children the Richard Dawkins, an evolutionary biologist and strong critic of religion, who states that to bring up a child up in a religion and declare them a member of that faith before they can decide for themselves is 'wicked' (The Times, 18th August, 2010).

However, philosophers who support the idea of communitarianism disagree. They hold that to perceive ourselves as individuals is incoherent, when humans clearly learn how to be human in a group; our culture, religion, belief or nationality powerfully shapes the way we see the world, ourselves and others.

Many feminist thinkers also criticise individualism, arguing that it describes an isolated self when humans really live in a network of human connections. Feminists hold individualism to be a male version of the world that does not accurately describe women's experiences of understanding themselves through their interactions with others and the wider society.

Ask the children to draw an outline of a person on the middle of the page. Write everything inside and outside the figure that contributes to who you are: your own thoughts, preferences, hopes and fears, and the external factors that influence them, such as their environment, friends, hobbies, etc. if it feels appropriate, draw webs or networks that connect them to you, such as family, cultural influences, etc.

