



British Values Planning - Year 4

THEME:	British Values		
Duration Dates of Unit of Work:	2/3 days	Teacher: Lee Singleton	
PURPOSE:	To explore individual liberty, democracy, tolerance and respect for diversity		
Cross-curricular Opportunities	Art	The children will depict the Golden Rule through art	
	Core value link	All core values will be linked to this unit	
How will this be applied?	English	Comic strips Written responses to the Golden Rules	
How will this be applied?	Maths	Children to use Venn diagrams and bar graphs to demonstrate their learning	

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 different forms of the 'Golden Rule' and relate them to the values of liberty, democracy, tolerance and respect for diversity • Consider questions about how British Values relate to human and humane values from other parts of the world
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	<ul style="list-style-type: none"> • Enable the children to think for themselves about the values they hold, and to express their ideas reasonably and creatively
Stimulus	<p>To enable the children to be better informed, and to engage their interest, this unit uses versions of the Golden Rule about treating others as you wish to be treated yourself. This rule is found in many religions and beliefs, and connects to all five of the British Values which we are to promote actively. The lesson offers the children the chance to think about diversity and to consider how the Golden Rule might work out in practice. It provides a creative opportunity for the children to express their understanding of the Golden Rule in a work of art e.g.</p>
<p>Sequence of teaching and learning (and features of working wall):</p> <ul style="list-style-type: none"> • Can I consider the Golden Rule and how it relates to other religions? • Can I demonstrate my understanding of the comparison between keeping the Golden Rule and breaking it? • Can I reflect on my views on the Golden Rule? 	<p>Resources:</p> <ul style="list-style-type: none"> • 12 examples of Golden Rules related to other religions and beliefs • Art materials



Lesson 1 - The Golden Rule

Date:

Learning Challenge: Can I compare and contrast the Golden Rule in other religions and beliefs?

Outline of the session:

Begin by asking the children to work in pairs to think about the twelve quotations from different religions and beliefs. Cut the twelve cards up and organise them into:

- The four they like best
- The four they think are the hardest to understand
- The four that they are not sure about

This will encourage the children to discuss the meanings of the different ones.

Ask the children: Why do you think this 'Golden Rule' of treating others as we would like to be treated is found in so many different religions? Which form of the Golden Rule do you like the best?

Teach the children that some people call the negative form 'Don't do to others what you don't want done to you' the Silver Rule. Can they think why this might be?

To help the children to apply the Golden Rule, ask them what they think would change if everyone followed the rule in:

1. Their class
2. Their town/village
3. The whole world

The children are to make a collective list of what would change and consider if there are any ways they could make this happen.



Lesson 2 - Applying the Golden Rule

Date:

Learning Challenge: Can I demonstrate my understanding of the comparison between keeping the Golden Rule and breaking it?

Outline of the session:

Discuss with the children their understanding of the Golden Rule. Explain to the children that they are going to demonstrate their understanding of how to apply the Golden Rule by asking them to draw a cartoon in two panels. In one panel, they are going to show someone who is applying the Golden Rule and in the other they are going to show someone spectacularly breaking the Golden Rule.

The children can extend this to choosing the context of the classroom, the community and the whole world.

Prior to the children starting, ask them to make a list of possible things they may see in school, the community and the world which demonstrates the Golden Rule, and then examples of when the Golden Rule is not being applied.



Lesson 3 - British Values and the Golden Rule

Date:

Learning Challenge: Can I reflect on my views on the Golden Rule?

Outline of the session:

Ask the children to consider the following five sentences which link to the five British Values we should promote. Remind the children of the importance of the rules:

- All children's contributions are accepted
- Agreement and disagreement are encouraged
- Everyone is a listener
- Everyone can be a speaker

Ensure the children know the British Values. Can they match the sentences to the British Value?

1. The Golden Rule is democracy in action – democracy
2. If I am free to follow my own beliefs, then everyone has to be free – Individual Liberty
3. The Golden Rule means I must show the same respect to others that I would like shown to me – respect for diversity
4. Is tolerance the 'Silver Rule', while love is the 'Golden Rule'? – Tolerance
5. The Golden Rule should become law: the Golden Law – Rule of Law

The children are to decide if they agree or disagree with the statements. The children are to create a series of Venn diagrams for each of the statements. Then they can collate this into a bar graph to see which one had the most agreement or disagreement.

The children are to make personal written responses to each of the statements following a class discussion and team activities to discuss.

Following on from this, the children will create a piece of art work which depicts the Golden Rule. <http://www.natre.org.uk/about-natre/projects/spirited-arts/art-in-heaven/2014/?ThemeID=60> Use this website to look at examples of art work and the explanations behind them.

