



British Values Planning - Year 5

THEME:	British Values		
Duration	2/3 days	Teacher: Catherine Ayres	
Dates of Unit of Work:			
PURPOSE:	To explore individual liberty, democracy, tolerance and respect for diversity		
Cross-curricular Opportunities	Art		
	Core value link	All core values will be linked to this unit	
How will this be applied?	ICT	Websites and images will be used as a stimulus for discussion	

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 the meaning of the rule of law • Consider examples of what happens when religious laws come into conflict with civil laws and cultural norms • Enable pupils to think for themselves about the question, 'Do we need rules?'
Stimulus	<p>Display an image of a statue of 'Lady Justice'. Find one which depicts her wearing a blindfold. What do they think the statue stands for? What do the constituent elements symbolise?</p> <ul style="list-style-type: none"> • A pair of scales • A sword (a double-edged sword) • A blind-fold

Play a clip from TV featuring a courtroom e.g. Max Branning accused of tampering with Carl's car in Eastenders; Tina McIntyre's murder in Coronation Street. Display the following questions around the room and ask the children to write their answers underneath them:

- Who does the law apply to?
- How is the law enforced?
- Why should we obey the law?
- Why do we have a law?
- Should the law apply to everyone?
- Is there ever a good reason for breaking the law?
- If a religious rule clashes with the state law, can the state law be broken?
- Should religious laws be more important than state laws?

The aim is to consider the values behind the idea of the rule of law: equality, fairness, universal consistency

Sequence of teaching and learning (and features of working wall):

- Can I explore the question 'Are we really equal before the law?'
- Can I explore what we think when religious rules clash with state laws?
- Can I reflect on the value of rules in human life?

Resources:

- Image of statue of Lady Justice
- Clip from a courtroom drama
- Guardian and Ministry of Defence reports
- 'The Euthyphro dilemma'
- Clips of Danny Boyle's opening ceremony of the Olympics 2010



Lesson 1 - Equality

Date:	Learning Challenge: Can I explore the question 'Are we really equal before the law?'
--------------	---

Outline of the session:

Remind the children of the values underpinning the rule of law – equality and justice. Explain that the law applies equally to all people, however rich or powerful they are, and we are all equal before the law, whatever our background.

Explain that the Rule of Law means that all citizens should be equal in the eyes of the law. Do the children think that this is the case?

<http://www.independent.co.uk/news/uk/women-could-join-british-infantry-for-the-first-time--as-mod-admits-they-may-have-a-killer-instinct-after-all-9934974.html> - explore a report by the Ministry of Defence which states that women do have the 'killer instinct' required to fight in the infantry. Compare to traditional views of women as the 'weaker sex'. See Bible 1 Peter 3:1-7

www.theguardian.com/uk-news/2014/may/27/-sp-racism-on-rise-in-britain – an article in the Guardian which shows statistical evidence of how prejudiced attitudes have increased since 2001. Show the children the interactive map. Take a class survey and explore the children's own views.

Working Below <i>What they will do and how we will know they have been successful</i>	Working Within <i>What they will do and how we will know they have been successful</i>	Working Above <i>What they will do and how we will know they have been successful</i>
	Children are to use the discussion and the stimulus to provide their views on whether or not we are all equal before the law.	The children are to extend this to think about how their opinions can be backed up with the use of statistical evidence they have seen.
Working Below <i>Notes to aid Assessment for Learning</i>	Working Within <i>Notes to aid Assessment for Learning</i>	Working Above <i>Notes to aid Assessment for Learning</i>



Lesson 2 - Applying the Golden Rule

Date:

Learning Challenge: Can I explore what we think when religious rules clash with state laws?

Outline of the session:

Explain to the children that this lesson looks at when religious laws clash with state laws in Britain. The activities cover Sikhism and Islam.

1. Sikhism

Display the weblink www.gov.uk/rules-motorcyclists-83-to-88/general-guidance-83-to-88 Ask the children to tell you what it is and what it has to do with RE.

Answer: It is the online Highway Code section of the motorcyclists. It states that Sikhs do not have to wear a motorcycle helmet because they do not have to remove their turban.

Explain that Sikhs have been in discussion with the Ministry of Transport for years about this issue. They have finally been exempt from wearing a motorcycle helmet if they choose, because they cannot be compelled to remove their turban. They are protected by the law on religious freedom and have the right to wear a turban for religious reasons.

Discuss whether religious freedom should have priority over health and safety legislation. Does religious commitment mean health and safety laws no longer apply? Are religious requirements more important than desires and preferences?

The children might find it interesting that at the moment Sikh police officers cannot serve in firearms units. They do not have to wear a police-issue helmet due to their right to wear a turban, but this means that they are not deemed adequately protected in firearms situations. www.theguardian.com/politics/2009/may/07/police-sikhs-bulletproof-turbans - look at and discuss.

2. Islam

The children should already know the Five Pillars of Islam. Think about the ways it would be difficult to follow each pillar in Britain, e.g. taking time off for Hajj, or fasting when the entire country is eating.

Use the controversial statement: 'It is so hard to be a Muslim in Britain today; Muslims should just give up' to spark discussion. In considering this statement, the children will have to consider why Muslims do stick to their faith, as well as the ways it can be difficult to fit in. The statement can be used as an opportunity to address an Islamophobic culture surrounding Muslims in Britain. Consider what benefits Muslims gain from belonging to a faith community, even if it is sometimes hard. Ask the children if there is really any choice about it.

As a written response to the statement, expect the children to show awareness of two different views as well as justifying their own view with reasoning and evidence.

Working Below <i>What they will do and how we will know they have been successful</i>	Working Within <i>What they will do and how we will know they have been successful</i>	Working Above <i>What they will do and how we will know they have been successful</i>
	As a written response to the statement, expect the children to show awareness of two different views.	As a written response to the statement, expect the children to show awareness of two different views as well as justifying their own view with reasoning and evidence.
Working Below <i>Notes to aid Assessment for Learning</i>	Working Within <i>Notes to aid Assessment for Learning</i>	Working Above <i>Notes to aid Assessment for Learning</i>



Lesson 3 - Do we need rules?

Date:

Learning Challenge: Can I reflect on the value of rules in human life?

Outline of the session:

In this session, the children will explore some challenging information and come to their own conclusion about the value of rules in human life. They will consider philosophical questions associated with religious and civic laws and the power of social norms in a culture. They will discuss and finally answer for themselves the question: Do we need rules?

The children will work in ability groupings.

Task 1 - Display these religious rules:

- Do not kill (from all religions)
- Do not wear clothing woven from two different kinds of thread (from Leviticus 19:19)
- It is not a good idea to pray when drunk, because you don't know what you are saying (from Qur'an 4:43)

Which of these laws is essential for everyone to follow, a good idea for everyone to follow, and a law which is only applicable to members of the religion.

Discuss where religious laws come from: God? Prophets who have been contacted by God? Humans working out how to live? Religious communities over time? Why are some religious laws, such as: 'Do not kill', universal to all religions? Why are some religious laws the same as civic laws?

Read 'The Euthyphro dilemma' then check for understanding.

Introduce the key question: 'Do we need rules?' Write on a large piece of paper and give to the pairs of children. The children are to have five minutes to write down their thoughts around the question, based on what they have read in 'The Euthyphro dilemma', as well as their own questions. After five minutes pass the sheets round to a new group. They then have five more minutes to read the answers already written and either pass to them, finish them, or correct any mistakes they spot. Put these sheets to one side.

Task 2 – Display images or watch a clip from Danny Boyle's opening ceremony at the London Olympics 2012 e.g. the NHS sequence, the Queen's skydive, the Industrial Revolution sequence. Ask the children to think about what each of these sequences tells us about what we think is important in Britain. Are aspects of what is important to us in Britain unique? Is there such a thing as a national character?

Read 'Social Norms'. Return to the large sheet of paper about do we need rules. Give each pair a sheet they have not seen before and give them five minutes to add another set of thoughts to the question, based on what they have just learned as well as their developing ideas. Swap on more time and again ask the children for comments and corrections. The children will then debate the key question as a class before writing their own personal response in 20 words and sticking it to the board.