



# British Values Planning - Year 1

<b>THEME:</b>	British Values		
<b>Duration</b>	2/3 days	<b>Teacher: Rebecca Wormleighton</b>	
<b>Dates of Unit of Work:</b>			
<b>PURPOSE:</b>	To explore British Values through Muslim and Christian stories.		
<b>Cross-curricular Opportunities</b>	<b>Art</b>	The children will complete portraits of someone that they trust.	
	<b>Core value link</b>	Resilience, respect, responsibility, resourcefulness, reciprocity and reflection.	
<b>How will this be applied?</b>	<b>English</b>	Children will write sentences linked to the images they create to share their learning and understanding.	
<b>How will this be applied?</b>	<b>Maths</b>	Children will create a bar graph based on their responses.	
<b>How will this be applied?</b>	<b>ICT</b>	Children will use the Ipads to record themselves explaining how they will show respect. They are also to record their dramatisations.	

**Subject:**

**National Curriculum References**

<b>Unit Learning Objective</b>	<b>Aim:</b> These learning activities use a story Jesus told and a story about Prophet Muhammad to enable the children to think about accepting others. This idea is central to British Values. 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.
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	<p>In particular, these activities aim to:</p> <ul style="list-style-type: none"> <li>• Explore stories about listening, accepting others, trust and the value of each person, thinking for themselves about meanings</li> <li>• Consider questions such as: are we all the same or all different? Whom should we trust? What does it mean to be kind?</li> <li>• Enable the children to think for themselves about respect, acceptance and the democratic idea that ‘every individual counts’.</li> </ul>
<p><b>Stimulus</b></p>	<p>To enable the children to be better informed, and to engage their interest, this lesson idea uses a made-up story and two stories from religion – one Muslim and one Christian. The made-up story enables a parallel exploration of the ideas in the Muslim story that can be acted out. <b>Remember that Muslims do not dramatise the life of the Prophet.</b></p> <p>The stories explore the British Values in subtle ways. Ask the children if they can see these messages in the stories:</p> <ol style="list-style-type: none"> <li>1. The Golden Rule is: ‘Do to others what you’d like them to do to you.’ It is fairness in action, or democracy in action. The Good Samaritan story was created to illustrate the moral idea: ‘Love your neighbour as you love yourself.’ (Democracy)</li> <li>2. If I am free to follow my own beliefs, then everyone has to be free. (Individual Liberty)</li> <li>3. Arguments can be solved by working together. It is often better to listen than to speak, shout or argue. Even those we think are outsiders can be the best. (Tolerance and Respect)</li> <li>4. Rules and laws must make space for everyone, and apply to everyone equally if they are going to be fair. (The Rule of Law)</li> </ol>
<p><b>Sequence of teaching and learning (and features of working wall):</b></p> <ul style="list-style-type: none"> <li>• Can I explore the meaning behind the story of The Eagle’s Egg?</li> <li>• Can I explore the meaning behind the story of The Black Stone of Kaaba?</li> <li>• Can I explore the meaning behind the story of the Good Samaritan?</li> <li>• Can I reflect on how I can show more respect for others?</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Images of the Kaaba</li> <li>• Egg shapes</li> <li>• Four panelled cartoon strip</li> <li>• Paint, crayons etc</li> <li>• Paper for portraits</li> <li>• Ipads</li> </ul>



# Lesson 1 - The Eagle's Egg

**Date:**

**Learning Challenge:** Can I explore the meaning behind the story of The Eagle's Egg?

*Outline of the session:*

Tell the children the story below:

*Three people were arguing in the forest about a great honour. The Golden Eagle's egg had fallen out of the nest, and all three wanted to put the egg back. They got so heated that they were in danger of leaving the egg too long – and then it would grow cold. But they all wanted to do it, and none was willing to give way.*

*Finally, one said, 'Look, we'll ask the next person who comes along to choose who gets the honour of replacing the egg.'*

*A man came along the path. They asked, 'Who are you?'*

*'I'm called Trusty,' he said. He listened to their problem. Then, he removed his cloak and asked the others each to take a corner. They gently slid the beautiful egg onto the cloak. Then, all four of them took one corner each, lifted the egg to the nest, and returned it to its place.*

*Mother Eagle came and sat, until her chick hatched.*

Get the children into groups of six to act the story out. They can make their own props and stage, and would work well outdoors.

- Ask the children to dramatise the story, making arguments more vigorous
- See the different versions that the groups create, and praise what is good in each one.
- Ask the children, 'Who in the story showed respect for others? How was this shown? What was it that stopped the argument, exactly? Does the story have a hidden meaning?'

Provide the children with an egg outline on which they can write their ideas about the secret meaning of the story, and make a class display by hanging them from the ceiling, or from a nest.



## Lesson 2 - The Black Stone of Kaaba

<b>Date:</b>	<b>Learning Challenge:</b> Can I explore the meaning behind the story of The Black Stone of Kaaba?
<p><i>Outline of the session:</i></p> <p>Share with the children images of the Kaaba in Makkah and the location geographically. Tell the story below: <i>Prophet Muhammad (PBUH) is the leader Muslims like to try to follow. The Prophet lived long ago in Makkah. There's a wonderful house of God there called the Kaaba. And in the corner of the Kaaba is a special black stone.</i></p> <p><i>One day, the Prophet went to the Kaaba. There was an angry crowd of people arguing. Some people shouted. Others waved their arms. Some people looked angry.</i></p> <p><i>The Prophet saw that the famous black stone had fallen out of the corner of the Kaaba. Everyone was arguing about who should put it back.</i></p> <p><i>'I should do it! Mine is the oldest family in Makkah!'</i> <i>'No, my tribe is better than your tribe!'</i> <i>'I want to do it! I will do it very well!'</i></p> <p><i>Then someone noticed the Prophet at the back of the crowd. Everyone knew he was trustworthy. He even had the 'nickname' Al Amin, which means 'one to trust'. Could he solve the argument? What do you think he said?</i></p> <p><i>The Prophet had an idea. He took off his cloak, and laid it on the ground. He rolled the black stone onto the cloak. 'Come on everyone,' he said, 'let's do it together.' Suddenly, everyone could see that this was a fair way to put the stone back. Everyone was happy. Each person had a corner of the robe. All together they lifted the precious stone, and put it back into the wall of the Kaaba. 'Wow!' everyone said. 'That was such a good idea.'</i></p> <p>Consider these questions:</p> <ul style="list-style-type: none"><li>• What was the story about? Trust/fairness/stones/arguments?</li><li>• What matters most in the story? Trust/Muhammad/the Kaaba/working together?</li><li>• What helps to solve arguments? Shouting/listening/being calm/being strong?</li></ul>	

- Relate the story to the eagle's egg story
- What are the secret messages of the story? Wisdom solves a dispute? Every individual counts? We are better together? Listening is usually better than shouting?

Reflection:

- Is there a place, far away, that they would like to go?
- What do you do when you are angry or upset?
- What causes arguments with their friends?
- What do you say when you are arguing?
- Who do you know who often has good ideas?
- Why do you think the Prophet Muhammad was known as Al Amin, the trustworthy one?
- Who do you really trust a lot? Why?

The children are to paint, draw or collage a picture of the person they trust and then write a sentence about the reason why they trust them.



# Lesson 3 - The Good Samaritan

**Date:**

**Learning Challenge:** Can I explore the meaning behind the story of the Good Samaritan?

*Outline of the session:*

Tell the children the famous story based on Luke Chapter 10. Begin by telling them that in Jesus' country everyone thought Samaritans were baddies!

*An expert in the Law of Moses stood up and asked Jesus a question to see what he would say. 'Teacher,' he asked, 'what must I do to have eternal life? Jesus answered, 'What is written in the scriptures? How do you understand them?'*

*The man replied, 'The scriptures say, "Love the Lord your God with all your heart, soul, strength, and mind." They also say, "Love your neighbours as much as you love yourself."'*

*Jesus said, 'You have given the right answer. If you do this, you will have eternal life.'*

*But the man wanted to show that he knew what he was talking about. So he asked Jesus, 'Who are my neighbours?'*

*Jesus replied, 'As a man was going down from Jerusalem to Jericho, robbers attacked him and grabbed everything he had. They beat him up and ran off, leaving him half-dead. A priest happened to be going down the same road. But when he saw the man, he walked by on the other side. Later, a temple helper came to the same place. But when he saw the man who had been beaten up, he also went by the other side. A man from Samaria then came travelling along that road. When he saw the man, he felt sorry for him and went over to him. He treated his wounds with olive oil and wine and bandaged them. Then he put him on his own donkey and took him to an inn, where he took care of him. The next morning, he gave the inn keeper two silver coins and said, "Please take care of the man. If you spend more than this on him, I will pay you when I return."'*

*Then Jesus asked, 'Which one of these three people was a real neighbour to the man who was beaten up by the robbers?' The expert in the Law of Moses answered, 'The one who showed pity.' Jesus said, 'Go and do the same!'*

<http://www.bbc.co.uk/education/clips/zcyr87h> - this is an animation of the story of the Good Samaritan

Ask the children if they can imagine Jesus telling the story today in our country, Would it go like this: 'A Manchester United fan lay beaten up on the road. A Manchester United player drove by and did not stop. Another car full of Manchester United fans drove by. They did not stop. But the person who helped him was a Manchester City fan.' Jesus said, 'Go and do the same.'

Ask the children which hidden message they see in the story. Ask them if they think the story is more to do with:

- Caring/being left out
- Kindness/selfishness
- Helpfulness/prejudice

Create a class bar chart.

There is not a correct answer to these but they open up the meaning in suggestive ways.

Ask the children to make a four panelled cartoon drawing of the story – what are the four key moments to draw? Ask them to add some simple words or sentences to show the real meaning of the story.



# Lesson 4 - Reflection

**Date:**

**Learning Challenge:** Can I reflect on how I can show more respect for others?

*Outline of the session:*

Talk to the children about all the stories they have heard.

Think about the Golden Rule: 'Do to others what you'd like them to do to you' and 'Love your neighbour as you love yourself.'

Discuss with the children what they do every day at home, at school and in the community which shows this. Which of our school core values does this link to? They will find that it does link to every single one. Speak to the children about how each of our core values matches the Golden Rule.

The children are to think about what they are going to do to ensure that they are going to show more respect for others either in the home, school or community.

As a class, the children are to create a short film sharing their promises.