



# Exploring British Values

ASSESSMENT FOR LEARNING



## BASELINE CONFIDENCE CHECKER



BEFORE LEARNING THE UNIT	1	2	3	4	5	6	7	8	9	10
	NOT CONFIDENT			CONFIDENT			VERY CONFIDENT			
I know some methods for spotting fake news										
I understand the importance of critical thinking										
I understand why fake news can be damaging										
I understand the law regarding hate crimes										
I can identify the causes of hate crime										
I know the differences between free speech and hate speech										
I can describe what British values are										
I understand the different aspects that make up my identity										
I understand the importance of promoting British values in school										
I can define mutual respect and tolerance										
I know what mutual respect and tolerance looks like in everyday life										
I can explain why multiculturalism and diversity is important in society										
I understand what is meant by individual liberty										
I can explain what individual liberty looks like in everyday life										
I know how to advocate for individual liberty										
I can name several human rights										
I understand the origins of human rights										
I understand how human rights are protected										
I can explain what democracy is and what it is not										
I understand what democracy in UK looks like										
I know my rights in a democratic society										



What is fake news?

How can you spot fake news?

Have you ever seen or been sent a fake news story?

'The King invites Donald Trump to his Coronation!'

Pope Francis "God has instructed me to revise the 10 commandments"

'More people watched England's opening World Cup game than the Royal Wedding'

'450 patients died sooner than they should have due to doctors prescribing powerful painkillers'

'72 people killed during fire at Grenfell Tower'

'Muslim refugee shoots 15 people in Birmingham night club'

'Prime Minister plans to increase national debt'

'Man jailed for life after murdering pensioner who mistook his home for B&B and got into his bed'

**Video Reflection** – What did you learn from the video clip? (Information, statistics, advice, risks)




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**Propaganda is** \_\_\_\_\_

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**Fake News is** \_\_\_\_\_

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**Video Reflection** – What did you learn from the video clip? (Information, statistics, advice, risks)




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## WHY IS CRITICAL THINKING IMPORTANT?

*Brings us towards*

*Takes us away from*



### TOPICAL DEBATE

**"The spread of fake news is the biggest problem facing young people in 2023"**

**Arguments For**

**Arguments Against**

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Your personal opinion :

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Which groups of people might be victims of hate crime?

Why might people commit hate crimes?

What could we do to challenge hate?



## SORTING ACTIVITY

**BIPHOBIA**

**HOMOPHOBIA**

**TRANSPHOBIA**

**XENOPHOBIA**

Matching Activity

The fear or hatred of transgender individuals or those who do not conform to traditional gender norms.

The fear, hatred, or discrimination against individuals who identify as lesbian, gay, bisexual, or queer

The prejudice against, strong dislike of, or fear of people from different cultures or countries

Aversion toward bisexual people as a social group or as individuals. It can take the form of denial that bisexuality is a genuine sexual orientation, or of negative stereotypes about people who are bisexual.

**Video Reflection** – What did you learn from the video clip? (Information, statistics, advice, risks)



### Police Recorded Crime

- In year ending March 2022, there were 155,841 hate crimes recorded by the police in England and Wales, a 26 per cent increase compared with the previous year.
- This was the biggest percentage increase in hate crimes since year ending March 2017, when there was a 29 per cent rise
- 109,843 - Race hate crimes
- 8,730 - Religious hate crimes
- 26,152 - Sexual orientation hate crimes
- 14,242 - Disability hate crimes and
- 4,355 - Transgender hate crimes

It is possible for a hate crime offence to have more than one motivating factor which is why the above numbers add up to more than 155,841



What's the difference between free speech and hate speech?

Should there be more/less limits on free speech?

### TOPICAL DEBATE

**“Social media companies are to blame for the rise in hate crimes”**

**Arguments For**

**Arguments Against**

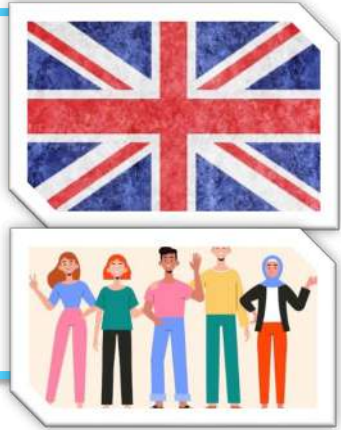
Your personal opinion :

What does it mean to be a citizen?

What does it mean to be a human?

List some positive factors of being part of a community?

Do most people in Britain get along?



## SORTING ACTIVITY

<b>Tolerance</b>	<b>Social Development</b>	<b>Multicultural Society</b>	<b>Values</b>	<b>Identity</b>
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Matching Activity

A community or nation that is composed of people from diverse ethnic, racial, religious, and cultural backgrounds who live and interact with each other.	Beliefs or principles that guide a person's behaviour, decisions, and attitudes	Refers to the characteristics, qualities, beliefs, and experiences that make an individual or group unique and distinguishable from others.	To accept or endure behaviour, opinions, or beliefs that differ from your own without being hostile or discriminatory towards those who hold them.	The process by which individuals learn to interact and communicate with others in ways that are appropriate and effective within their culture and society..
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Sovereignty of Crown and Parliament	Stonehenge and Buckingham Palace	Respect for Human Rights	Rule of Law
Cricket and Football	The Union Jack	Equal Opportunities	Drinking Tea
<b>British Icon or British Value</b>	<b>•Key:</b>	<b>British Icon</b> <input type="checkbox"/>	<b>British Value</b> <input type="checkbox"/>

Sense of Identity	Impact 1-10	Explanation
Religion		
Gender		
School		
Cultural or ethnic group		
Friends and family		

## SORTING ACTIVITY

<b>Identity</b>	<b>Identity Card</b>	<b>Multiple Identity</b>
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Matching Activity

Something that can establish someone's identity particularly in relation to dealing with the authorities	When a person feels they have more than one identity	Who or what someone or something is or made up of
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"Being British is about driving a **German** car to an **Irish** pub for a **Belgian** beer, then travelling home, grabbing an **Indian** curry or a **Turkish** kebab to enjoy whilst sitting on **Swedish** furniture and watching **American** shows on a **Japanese** TV... oh and the most most British thing of all?... Being suspicious of anything foreign".

## Start a successful campaign

✓ Create a relevant and informative plan of action to undertake the following:

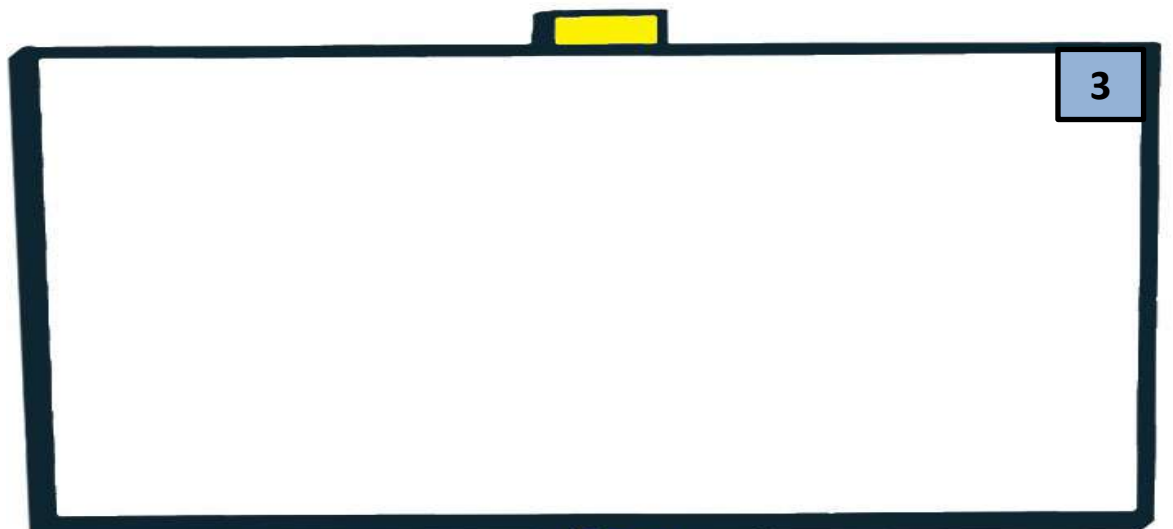
# ACTIVITY



Encourage people to celebrate their British values through hosting a community event

You must create the following:

1. A logo
2. One slogan and four hashtags
3. Campaign placard
4. Mobile phone ad campaign
5. Mind map of campaign strategies
6. List of all the influential people you could contact to support your campaign



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“ .....  
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.....”

# .....  
# .....  
# .....  
# .....

In what ways can you show respect to others?

Think of a time you felt disrespected. Why?

How were you treated?



- heritage
- values
- embracing
- stereotyping
- prejudice
- beliefs
- awareness
- imposing

Understanding that we all don't share the same \_\_\_\_\_ and values. Respecting the \_\_\_\_\_, ideas, and beliefs of others whilst not \_\_\_\_\_ our own on others.  
 Examples are:

- \_\_\_\_\_ diversity
- Promoting \_\_\_\_\_ of religion, traditions, cultural \_\_\_\_\_ and preferences
- Tackling \_\_\_\_\_, labelling, \_\_\_\_\_ and discrimination

**Video Reflection** – What did you learn from the video clip? (Information, statistics, advice, risks)

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## SORTING ACTIVITY

Christian	Sikh	Jewish	Muslim	None
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Matching Activity

0.9%	0.5%	37.2%	46.2%	6.5%
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## TOPICAL DEBATE



“Britain without multiculturalism is not the Britain we know today”

Arguments For	Arguments Against

Your personal opinion :

### Quick Quiz

Identify the Religious Festival Images

Score = /6

A _____	D _____
B _____	E _____
C _____	F _____

Make a list of the times when you have made an important decision for yourself and acted upon it.

- 1.
- 2.
- 3.

Who can influence your choices? How?



control

freely

exercise

protection

act

rights

“The right to believe, \_\_\_\_\_ and express oneself \_\_\_\_\_.”

Individual liberty suggests the free \_\_\_\_\_ of rights generally seen as outside Government \_\_\_\_\_. It is the \_\_\_\_\_ of your rights and the \_\_\_\_\_ of others.

Who is responsible for the protection of your rights?

I wear the clothes I want to out of school

I read any books which interest me

INDIVIDUAL  
EXPRESSION

I disagree with people in class during debates

**Video Reflection** – What did you learn from the video clip? (Information, statistics, advice, risks)

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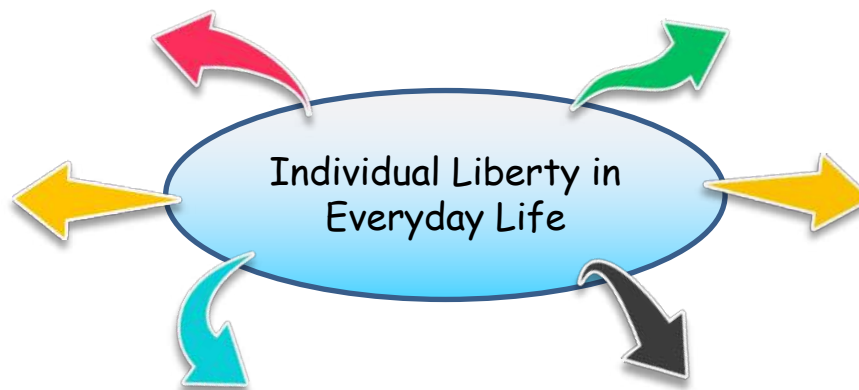
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**Arguments in support of this bill**

**Arguments against the bill**

e.g. Prevents disruption for emergency services

e.g. Threatens the right to protest

To stand up for individual liberty, I pledge to  
I will do this by:

- 
-

What is freedom?  
 Do you have freedom?  
 Does everyone in the world have freedom?  
 Does freedom come at a cost?  
 Who doesn't have freedom?  
 How is freedom protected?

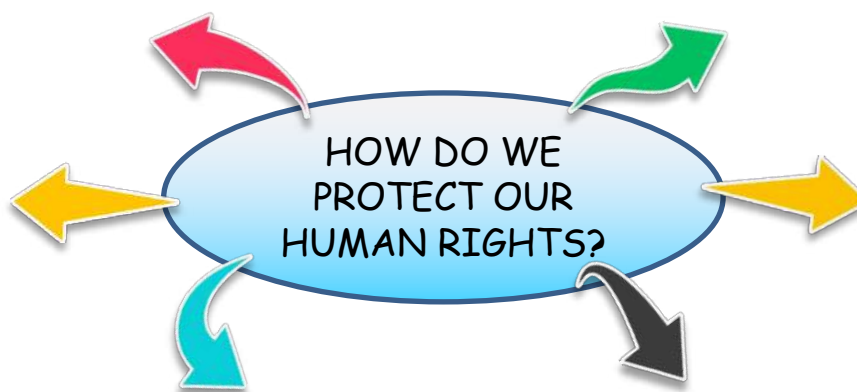


**Video Reflection** – What did you learn from the video clip? (Information, statistics, advice, risks)



## SORTING ACTIVITY

Treaty	Declaration	Human Right	Democracy	Convention on the Rights of a Child
A formal or explicit document or announcement setting aims and intentions	A 30 point list of things that people are morally or legally allowed to do or have.	A legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.	An agreement (often between governments)	A form of government in which the people have the authority to deliberate and decide legislation, or to choose governing officials to do so..



## “Human Rights are well protected across the world”

Arguments For

Arguments Against

European Convention on Human Rights

Poverty

Universal Declaration of Human Rights 1948

United Nations

Amnesty International

Racism

Dictatorships

Conflict in Syria

Equal rights for men and women

War in Ukraine

Human Right 1 We are all born free and equal	Human Right 2 Don't discriminate	Human Right 3 The right to life	Human Right 4 The right to not be a slave	Human Right 5 No one should be tortured
Human Right 6 Having rights no matter where you go	Human Right 7 We are all equal before the law	Human Right 8 Your human rights are protected by law	Human Right 9 No unfair imprisonment	Human Right 10 The right to a fair trial
Human Right 11 You are innocent until proven guilty	Human Right 12 The right to privacy	Human Right 13 The right to move	Human Right 14 The right to seek a safe place to live	Human Right 15 The right to a nationality
Human Right 16 The right to marriage and family	Human Right 17 The right to own things	Human Right 18 Freedom of thought	Human Right 19 Freedom of expression	Human Right 20 The right to public assembly
Human Right 21 The right to democracy	Human Right 22 The right to social security	Human Right 23 Workers' rights	Human Right 24 The right to play	Human Right 25 Food and shelter for all
Human Right 26 Right to an education	Human Right 27 Copyright	Human Right 28 The right to a fair and free world	Human Right 29 Right to responsibility	Human Right 30 No one can take away your human rights

- Pick a human right from above and research how it is protected around the world and how it has been abused in the past.
- Colour code the human rights showing how well protected they are by governments across the world

Key:	Widely Protected	<input type="checkbox"/>
	Sometimes Abused	<input type="checkbox"/>
	Widely Abused	<input type="checkbox"/>

HUMAN RIGHT I HAVE CHOSEN:

I CHOSE THIS HUMAN RIGHT BECAUSE.....

## Video Reflection

How are our leaders elected?  
 What are the 3 branches of a democracy?  
 How does a democracy protect you?



people	power
exercise	governing
will	people

Comes from the Greek words "demos", meaning \_\_\_\_\_, and "kratos" meaning \_\_\_\_\_; so democracy can be thought of as "\_\_\_\_\_ of the \_\_\_\_\_". It is a way of \_\_\_\_\_ which depends on the \_\_\_\_\_ of the people.

## SORTING ACTIVITY

<b>Totalitarianism</b>	<b>Anarchy</b>	<b>Oligarchy</b>	<b>Dictatorship</b>
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Matching Activity

A government in which a small group of people, often wealthy or influential, control the decision-making process.	A state of society without government or law.	A system in which one person, holds all the power and makes all decisions for the country.	A system in which the government has complete control over all aspects of citizens' lives, including the economy, media, and personal freedoms.
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Can you name any examples of these types of alternatives to democracy in history or in existence today?

Watch the video and answer the questions;

- 1) What type of rule did UK have in 900 AD?
- 2) Which document signified the start of a UK democracy?
- 3) When was the House of Commons born?
- 4) What happened in 1642?
- 5) What happened as a result of this event in 1642?
- 6) What is a constitutional monarchy?
- 7) Who is considered the first Prime Minister of Great Britain by many historians? Why?
- 8) What happened after Northern Ireland joined to form the United Kingdom?
- 9) In which year did all women over 21 get the right to vote?



**The UK should be viewed as DEMOCRATIC because**








**The UK should be viewed as UNDEMOCRATIC because**

There are free and fair elections were anyone 18 and over is able to vote.  
 A variety of parties to choose from.  
 A reduction in voter turnout possibly to do with the fact that most party ideologies are similar





Civil Liberties are protected by the Human Rights Act.  
 Civil Liberties have been eroded with the introduction of the terrorism acts.  
 The rule of law must be applied by everyone including the Monarch.

Freedom of speech and assembly.  
 First-Past-The-Post electoral system produces unfair outcomes and a 'waste' of votes.  
 Free Media and Press

Less representation of ethnic minorities and women in parliament. .  
 The UK has an unelected House of Lords  
 MPs are bound by Whips and so must agree with party policies

PROJECT & WORK BOOKLET	Grade	Target Grade	Effort
<b>What went well</b>	<input type="checkbox"/> All tasks in this work booklet have been completed <input type="checkbox"/> You participated fully in the lessons / responded to questions <input type="checkbox"/> Fantastic evidence seen on project work <input type="checkbox"/> You consistently displayed the positive behaviours <input type="checkbox"/> Your work booklet has good attention to detail <input type="checkbox"/>		<input type="checkbox"/> You have a positive attitude towards your learning <input type="checkbox"/> Your behaviour is exemplary <input type="checkbox"/> You show great team work / leadership skills <input type="checkbox"/> You are a critical and thoughtful learner <input type="checkbox"/> You are a reflective student inside and outside the classroom <input type="checkbox"/>
<b>Next steps</b>	<input type="checkbox"/> Ensure all tasks are completed in work booklet <input type="checkbox"/> Participate more in lessons <input type="checkbox"/> Explain how you will improve your project work <input type="checkbox"/> Which behaviours could you focus on? <input type="checkbox"/> Add further detail to your responses in the work booklet <input type="checkbox"/>		<input type="checkbox"/> Explain how you can improve your attitude to LSW <input type="checkbox"/> Explain how you can improve your behaviour <input type="checkbox"/> How can you show better leadership and teamwork skills? <input type="checkbox"/> Improve SPAG (refer to SPAG targets) <input type="checkbox"/> Set yourself two SMART targets for self improvement. <input type="checkbox"/>
<b>SPAG</b>	Below Threshold 	Threshold 	Intermediate  Advanced 
<b>Evidence of next steps</b> (Complete here or refer to where it can be seen)	 		

## FINAL - PRESENTATION & SPAG FEEDBACK

SPAG Performance	Descriptor	Targets to improve..
<b>Below threshold</b>  <input style="width: 40px; height: 20px;" type="text"/>	<p><b>Common errors</b> in spelling, punctuation, and grammar hinder written communication.</p> <p><b>Response does not relate to questions asked,</b> or no response to tasks in booklet.</p> <p><b>Work booklet is untidy.</b></p>	<input type="checkbox"/> <b>Complete unfinished tasks</b> <input type="checkbox"/> Copy out misspelled vocabulary 3 times <input type="checkbox"/> Neatly colour code tasks <input type="checkbox"/> Complete Progress Tracker <input type="checkbox"/> Add punctuation (capital letters, full stops, etc)
<b>Threshold</b>  <input style="width: 40px; height: 20px;" type="text"/>	<p>Able to spell and punctuate with reasonable accuracy.</p> <p><b>Some grammatical errors</b> but they don't significantly hinder the work booklet.</p> <p><b>Limited range</b> of specialist key terms used.</p> <p><b>Work booklet is untidy and incomplete in places.</b></p>	<input type="checkbox"/> <b>Complete unfinished tasks</b> <input type="checkbox"/> Replace slang terms with more formal English <input type="checkbox"/> Fully develop your points of view in your responses <input type="checkbox"/> Proof read work and check for SPAG errors <input type="checkbox"/> Use a wider range of specialist vocab
<b>Intermediate</b>  <input style="width: 40px; height: 20px;" type="text"/>	<p>Able to spell and punctuate <b>with considerable accuracy.</b></p> <p>Use rules of grammar with <b>greater control</b> of meaning .</p> <p><b>Good range</b> of specialist key terms.</p> <p><b>Pride and care is taken in completion of the work booklet.</b></p>	<input type="checkbox"/> <b>Add to completed tasks</b> <input type="checkbox"/> Develop a wider range of more complex ideas <input type="checkbox"/> Fully develop your points of view in your responses <input type="checkbox"/> Ensure every activity is complete in you Work Booklet <input type="checkbox"/> Use a wider range of punctuation including colons and semi colons <input type="checkbox"/> Ensure your points made are supported by evidence and examples
<b>Advanced</b>  <input style="width: 40px; height: 20px;" type="text"/>	<p><b>Perfectly accurate</b> spelling and grammar throughout. Grammar is effectively used at all points of the work booklet. A wide and <b>accurate range</b> of specialist key terms are used.</p> <p><b>Work booklet is fully completed to the best of your ability. Professional presentation at all times.</b></p>	<input type="checkbox"/> <b>Add to completed tasks</b> <input type="checkbox"/> Ensure your points made are supported by evidence and specific examples <input type="checkbox"/> Use complex and varied techniques in your writing <input type="checkbox"/> Ensure every extended written response balances viewpoints in order to fully come to a conclusion <input type="checkbox"/> Help support another student in improving their SPAG