



## British Values Week at Hillcrest

21st – 25th October 2019

Throughout the week students will explore British Values themes in lessons and extra-curricular activities.

### English

**Year 7** - Students will participate in a debate that explores the value of reading and this will culminate with them sharing books they think celebrate tolerance and diversity.

**Year 8** - Students will discuss Lady Macbeth's lack of tolerance towards Macbeth and his refusal to kill the king and explore its impact on Macbeth's mental health. This will lead into a discussion of gender stereotypes that are used by Shakespeare in association with Lady Macbeth's character.

**Year 9** - Students will explore how Dickens presents the importance of tolerance and acceptance of the poor in the novella 'A Christmas Carol'. We will also explore Bob Cratchit's tolerance towards Scrooge and the reasons behind it.

**Year 10** - Students will discuss the intolerance of war poets to war propaganda and ideas of patriotism connected to WW1 and how they presented this intolerance through their poetry.

**Year 11** - Students will be asked to write a timed piece of creative prose writing using the title 'tolerance' as a springboard.

**Year 12** - Students will explore the intolerance of Ferdinand and the Cardinals towards their own sister, the Duchess, and how that manifests itself.

**Year 13** - Students will explore both Hamlet's and society's intolerance towards his mother's new marriage and the reasons behind it.

### Science

**Year 7:** Stem cells- are they morally acceptable? Students will take place in a class discussion.

**Year 8:** Students will discuss the tolerance of those of different faiths and beliefs, Topic Healthy life style- different types of food/diets eaten across the world, changing trends in British cuisine, amalgamation of variety of eating habits in modern Britain.

**Year 9:** Students will explore diversity and mutual respect- Atomic structure: Contribution of British scientists towards development of the atomic model starting with John Dalton, Rutherford's alpha particle scattering experiment in Manchester University lab.

**Year 10:** Students will explore diversity and mutual respect: CERN: international collaboration of scientists across the world in a world famous lab, contribution of British scientists (world-wide web, Higgs Boson).

**Year 11:** Students will explore diversity and mutual respect: Global climate changes, international agreements to cut down on carbon emissions and Britain's contributions towards use renewable energy resources.

### Mathematics – Discoveries and Problem-Solving Around the World

**Year 7:** Students will discuss '0, The World's Most Important Number?'

**Year 8:** Students will study the 'KenKen - Japanese Problems for Fluency'.

**Year 9:** Students will explore the 'Egyptian Fractions'.

**Year 10:** Students will examine 'The Fibonacci Sequence - mathematics and the natural world in perfect harmony'.

**Year 11:** Students will study the 'The Seven Bridges of Königsberg - a Prussian problem'.

## History

- Year 7- Students will study the topic of migration and will be thinking about diversity and tolerance in Britain over time and why these values are important in Birmingham today.
- Year 8 – Students will study the topic of slavery and be looking at how a lack of tolerance and diversity drove the slave trade and why embracing these values is important in society.
- Year 9 – Students will study the topic of medieval medicine and will be looking at how a lack of diversity and tolerance (focusing on the importance of Christianity) could have hindered the development of medicine during this period and the benefits of embracing diversity in society.
- Year 10 – Students will study the 1920s in Germany and how the Weimar republic embraced diversity and tolerance (including aspects such as homophobia) and how this changed in later years.
- Year 11 – Students will study the topic of religion in Elizabethan England and how the queen showed the values of tolerance and diversity in embracing aspects of religions in England allowing Catholics and Protestants to live peacefully.
- Year 12 – Students will be thinking about how relevant modules we are studying have shown a lack of/examples of tolerance (such as 19th century Russia and the range of faiths and cultures in the population) and how that assisted political control.

## Geography

As part of the United Nations Day on Thursday 24<sup>th</sup> October, students in all year groups will participate in United Nations themed lessons/activities linked with the world's largest lesson and the UN's sustainable development goals such as tackling poverty, gender equality, reducing inequalities, developing peace, justice and strong institutions.

Students will be developing a 'My Global Goals Passport' linked with the development goals and what they can do to help with tackling each one.

## Physical Education and Performing Arts

**Music:** Students across all year groups will participate in a listening starter activity. They will need to guess which part of the world the musical style is from.

**PE:** Students will be taking part in Para-Olympic activities for the week to give them the opportunity to demonstrate mutual respect and tolerance towards each other. We will also emphasis fair play through the week.

**Drama:** Students will focus on democracy and the freedom of speech.

**Dance:** Students will focus on different cultures within dance, ie – African and Latin Dance.

## Religious Education

The Religious Studies department are once again organising a donation drive for 'Birmingham and Solihull Women's Aid'. A representative from the organisation will also be coming in to school on Wednesday 23<sup>rd</sup> October to raise awareness of the charity. Lessons during the week will focus on the role of the charity and the importance of helping others in the community.

## Technology

Year 7 – Students will explore the issue of Fair Trade in Textiles (Rana's story), analyse the values demonstrated by our food choices and create cultural patterns of box lids in Resistant Material lessons.

Year 8 – Students will explore the issue of personal liberty by considering the choice we have over our diets, explore the issue of sustainability and create cultural patterns on table lamps.

Year 9 – Students will consider the cultural reasons behind our food choices and explore the extent to which our dietary intake is driven by choice or necessity.

Year 10 – Students will explore the theme of sustainability and make decisions about the environmental impact of levels of food production and consumption. They will also explore different ethical and moral issues within the modern textile industry.

Year 11 – Students will celebrate different foods from around the world to develop their own awareness cultural diversity and the functions and properties of global ingredients.

## Art

Year 7 – Students will be looking at cultural patterns – influencing motif designs for printing.

Year 8 – Students will be analysing similarities and differences between Aboriginal and African landscapes / Competition – creating a piece by Chris Ofili a British/Nigerian artist.

Year 9 – Students will be mixing flesh colours for different skin tones. There will also be a discussion - Why is it important to create art that reflects different people?

Year 10/11 - Students will research cultural influences to develop their work through.

## French

Year 7 – Students will be exploring what the French motto 'Liberte, Egalite, Fraternite' means.

Year 8 and 9 – Students will be exploring key themes in the 'UN Declaration of Human Rights'.

Years 10 and 11 – Students will be studying a poem by Leopold Sedar Senghor (a Senegalese poet and former President of Senegal) about race and ethnicity.

## Computing, Business Studies and Travel & Tourism

Years 7 & 8 – Students will discuss whether it is acceptable for different faiths to use social media to promote their beliefs.

Year 9 – Students will explore the legal guidelines and implications of being self-employed.

Year 10 – Students will consider the impact of British Values on marketing in the UK today.

## Sociology and Psychology

In Sociology (Year 12) we will be looking at how we are socialised by Primary and Secondary agents of socialisation. This covers aspects such as culture, norms, values, gender roles and status with regards to what it is to be British. In Year 13 the sociologists will be looking at how media representations of social class, ethnicity, gender and age have changed since the 1960s to reflect the norms of contemporary British society.

In Psychology (Year 12) we will be covering the British Psychological Society's code of ethics and how this impacts research in the UK regarding fair treatment of everyone. In year 13 the psychologists will be learning about schizophrenia and how mental health conditions are treated in this country - this also links into the ethical treatment of individuals.

# British Values

