

Unit 4 Britain – a diverse society?

About the unit

In this unit pupils consider their identities and the different national, cultural, religious, regional and ethnic identities and communities to which they belong. The focus of this unit is on respect for diversity in our society. The activities help pupils to think about personal identities and to reflect on their own experiences. They consider how communities are interdependent. The school's equal opportunities policy and ethos is a useful starting point for discussion of issues of mutual respect and understanding. Staff and pupils should feel supported by the policy and it is helpful if pupils can be involved in any reviews of the policy and developing practical measures to ensure effective implementation. Sensitive issues will be raised in this unit. The *Teacher's guide* provides information on citizenship and teaching about diversity (appendix 5) and guidance on the teaching of sensitive issues (appendix 9).

Where the unit fits in

This unit addresses the following aspects of the key stage 3 citizenship programme of study:

Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1b the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- 1g the importance of resolving conflict fairly
- 1h the significance of the media in society
- 1i the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations

Developing skills of enquiry and communication

Pupils should be taught to:

- 2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- 2b justify orally and in writing a personal opinion about such issues, problems or events
- 2c contribute to group and exploratory class discussions, and take part in debates

Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own

Expectations

At the end of this unit

most pupils: understand their own identities and recognise that there are many different identities locally and nationally. They identify the different communities to which they belong and consider the benefits and challenges of living in a diverse society. They recognise the interdependence of different communities locally, nationally and globally, and the importance of respect for all within them.

some pupils have not made so much progress and: describe their identities and experiences of belonging to communities. They identify different communities locally and nationally, and recognise that communities are interdependent.

some pupils have progressed further and: understand their identities and the diversity of communities locally and nationally. They discuss the benefits and challenges of living in a diverse society, and explain their experiences. They explore the interdependence of communities locally, nationally and globally, and recognise how individuals and communities can influence change. They understand the importance of respect for all within a diverse society.

Resources

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 3 citizenship scheme of work site at www.standards.dfes.gov.uk/schemes

- Disability Rights Commission
- Commission for Racial Equality
- Commonwealth Institute
- Contemporary History Weekly (*includes information on debates*)
- Channel 4 Black & Asian History Map
- National Statistics (*includes national and regional statistics for the UK*)
- Home Office (*includes Macpherson report and progress following the report*)
- QCA (*'Respect for all' – diversity and anti-racist education through the curriculum*)
- Citizenship education: the global dimension
- 'Kick Racism out of Football' campaign
- 'Show racism the red card' campaign
- Britkid
- United Nations High Commissioner for Refugees

NB: care should be taken when encouraging pupils to access websites

Literacy and language

References to the Key Stage 3 National Strategy *Framework for teaching English, Years 7, 8 and 9* (NSE) are given in brackets and are indicated in appropriate sections of this unit.

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- diversity, *eg multiple identities, respect, tolerance, racism, discrimination, nationalism, community, global citizen, inclusion*

Speaking and listening – through the activities pupils learn to:

- acknowledge other people's views and build on them (year 7 S&L14, year 8 S&L11)
- work collaboratively to explore an issue in role (year 7 S&L15, year 8 S&L15, year 9 S&L12)

Reading – through the activities pupils learn to:

- undertake independent research to find information from a variety of sources (year 7 R2, year 8 R2, year 9 R2)

Links with other subjects

PSHE: 1b, 1c, 3a, 3b, 3d, 3h, 3i in the non-statutory guidelines

RE: local agreed syllabuses reflect and promote respect for religious and cultural diversity; unit 8C 'Beliefs and practice (generic)', unit 8D 'Beliefs and practice: how do the beliefs of Sikhs affect their actions?' in the scheme of work

Geography: 3b, 3c in the programme of study; unit 5 'Exploring England', unit 16 'What is development?' in the scheme of work

History: 2a, 2b in the programme of study; unit 14 'The British Empire', unit 15 'Black peoples of America: from slavery to equality?', unit 16 'The franchise: why did it take so much longer for British women to get the vote?', unit 19 'How and why did the Holocaust happen?' in the scheme of work

Pupils should learn:

Pupils:

What are my identities?

<ul style="list-style-type: none"> to review their ground rules for working together to explore their identities and develop their understanding of multiple identities and diversity 	<ul style="list-style-type: none"> Ask pupils to review their agreed ground rules. In pairs, pupils discuss the different groups to which they belong. How do they describe themselves? Where are they from? What are they like? What do they like doing? What are they good at? What are their beliefs? How do they describe themselves to other people – at school, to friends, on their passports, abroad. Ask them to make a ‘belonging tree’ to illustrate their discussions. Stimulate discussion by getting pupils to bring in special objects that are representative of something about their own identities. Can they produce an emblem to represent their identities, <i>eg religious identities</i>? Create a class display showing their similarities and differences. What are multiple identities? Pupils consider multiple identities – the idea that we are all more than one thing, <i>eg Geordie-athlete, Black-Catholic, London-musician, British-Asian, Anglo-French</i>. What identity combinations, allegiances and loyalties does the class have and how is a combination distinctive to each individual? Pupils think back to how they saw their identity one year ago and five years ago. They look ahead and consider how their identity might change in five years or ten years, <i>eg their changing roles such as worker, parent, voter, etc.</i> Identity and belonging are universal human rights – show pupils the Universal Declaration of Human Rights. 	<ul style="list-style-type: none"> understand the importance of ground rules in challenging discrimination, stereotypes and racism describe their identities and the groups they feel they belong to recognise different identities and experiences appreciate that identity consists of many factors, including values, race and gender recognise that each person’s identity is unique and can change appreciate the importance of respect within a diverse society 	<ul style="list-style-type: none"> See introductory unit 1 ‘Citizenship – what’s it all about?’, for ground rules for discussion. The questions in this section could also be used by pupils communicating with a partner school in a school linking project. See unit 17 ‘School linking’. A belonging tree is a diagram that identifies pupils’ relationships with close family and friends and with other groups and communities. Diversity refers to ethnicity and also to the many differences between individuals. Class displays can include images with quotes and questions. The Universal Declaration on Human Rights can be found on the UNHCR website (see www.standards.dfes.gov.uk/schemes).
<ul style="list-style-type: none"> to identify the groups and communities to which they belong that different values and attitudes affect their opinions to acknowledge other people’s views and build on them (NSE) 	<ul style="list-style-type: none"> Ask pupils to form a series of groups, according to, for example, their favourite music/food/sport/television programme, gender, languages they speak, beliefs, where they were born, etc. Were they born into these groups, or put in them? Do they change their behaviour depending on who they are with? Do they belong to different groups at different times? Pupils reflect on the different groupings. Are there any surprises? How does it feel to belong to a large group? What about small groups? Are any pupils on their own? How are our experiences the same or different? What about experiences of health care, education, the police, leisure facilities? Ask pupils to consider how they might learn from the experiences of others. How do they behave towards others, and how do others behave towards them? Does everyone get the same treatment? Is different treatment the same as discrimination? 	<ul style="list-style-type: none"> explore personal values and attitudes make links between identity, lifestyle and behaviour recognise that different identities can result in different treatment, which may in turn result in bullying, racism and stereotyping recognise the importance of respecting difference and similarities between individuals and groups in a diverse society 	<ul style="list-style-type: none"> Link with RE: unit 8C ‘Beliefs and practice (generic)’, unit 8D ‘Beliefs and practice’. This unit has links with the school’s behaviour policy. All members of the school should know and understand the school’s equal opportunities policy. Link with NSE: year 7 S&L14, year 8 S&L11.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**What is my local community like?**

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| <ul style="list-style-type: none"> • to identify local communities • to identify the characteristics of the community and appreciate the value of diversity | <ul style="list-style-type: none"> • Use interviews, photos, the local library, newspapers and community organisations to research local communities. Why do people live here? Have people migrated here from other places or countries? Why? What is the composition of the community population? Compare this with that of the school and of Britain. Have the reasons for people living here changed over time? What events and festivals do the community groups celebrate? Have these changed over time? Display the research in class. • Make a time capsule that represents the local community. • Follow up this work by considering how the class and school community reflects the local community. • Discuss equal opportunities in the school. Ask pupils to take photographs which they feel illustrate equal opportunities in action in the school community. Make a collage of the results into a poster for the school. Ask pupils to think about why they chose the images. Is there anything missing, that they would like to add? | <ul style="list-style-type: none"> • recognise diversity and understand that it is positive and a strength to celebrate • recognise the importance of equal opportunities within school and wider communities | <ul style="list-style-type: none"> • During their research pupils could also interview members of local community organisations. • Local libraries and museums may have special projects or resources that support this activity. • Class displays can show links between individuals and the community. • The National Statistics website includes national and regional statistics on population and ethnicity (see www.standards.dfes.gov.uk/schemes). • Link with geography: unit 5 'Exploring England'. • Link with RE: unit 8C 'Beliefs and practice (generic)', unit 9D 'Why are some places special to religious believers?'. |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**What images do we have of Britain?**

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| <ul style="list-style-type: none"> the importance of debate and discussion to work collaboratively to explore an issue in role (NSE) | <ul style="list-style-type: none"> Using a photo pack of images of Britain (or England or UK) discuss the images and how they might not tell the whole story. Ask pupils to consider designing a photo pack to illustrate life in Britain. What images would they include, <i>eg elderly people, children, wheelchair users, people with different racial characteristics</i>? What impression would be given? Build on the class display of individual identities and the local community. Does it reflect the cultural diversity of Britain? Why is it important to recognise and celebrate all identities? Debate issues relating to diversity, <i>eg the rights and responsibilities of different communities, what it means to be British, attitudes towards refugees</i>. | <ul style="list-style-type: none"> celebrate diversity debate and express opinions and recognise the importance of respecting the views of others recognise the importance of images and how these can be seen differently | <ul style="list-style-type: none"> Link with geography: unit 5 'Exploring England'. The first activity in this section is also used in unit 17 'School linking'. Schools using both units will need to coordinate use of this activity. One useful resource when debating what it means to be British is the Britkid website (see www.standards.dfes.gov.uk/schemes). See information in the <i>Teacher's guide</i> about sensitive and controversial issues. Link with NSE: year 7 S&L15, year 8 S&L15, year 9 S&L12. Explore diversity through music, food, fashion, etc. Commonwealth Day – the second Monday in March – may be used as a focus for this section. This section links with unit 3 'Human rights'. Link with RE: interfaith issues are explored in RE local agreed syllabuses. |
| <ul style="list-style-type: none"> about the role of the media in forming and influencing attitudes and opinions | <ul style="list-style-type: none"> How are different ethnic groups represented in the news? Using a range of media sources (newspapers, recording of TV and/or radio programmes, websites, etc) ask small groups of pupils to analyse news stories from a specified day or week. Ask pupils to divide their findings into positive and negative. Are any stereotypes used? What is the ratio of positive to negative? How could negative headlines or statements be turned into positive ones? Discuss and identify the reasons why the media portrays people differently, <i>eg to make stories more interesting, to sell news</i>. | <ul style="list-style-type: none"> analyse information and use evidence from the media to illustrate different attitudes to communities recognise the reasons why the media uses positive and negative stories and images | <ul style="list-style-type: none"> This activity links with section 2 in unit 9 'The significance of the media in society'. This section can also be used to explore media images of people with different abilities, ages, etc. Extension activity: pupils could investigate racism in football and the role of the media. How has the sport attempted to deal with racism? The pack 'Show racism the red card' may be useful. It is important to emphasise that everyone has an ethnicity and ensure that the term 'ethnicity' is not used only for minority groups. |

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**What is a global citizen? Is there a global community?**

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| <ul style="list-style-type: none"> • to identify criteria and develop a definition for the term 'global citizen' • to identify how different cultures and communities are interdependent and interrelate | <ul style="list-style-type: none"> • In pairs, pupils discuss what makes a global citizen. Follow up the discussion as a class and develop a set of criteria. • In groups, pupils choose someone of international standing, <i>eg personalities from sport, religion, the Royal Family, popular culture</i>, and test them against the criteria. To what extent is he or she a global citizen? • What can pupils learn from other countries? Use case study material from different cultures to look at themes such as how other communities treat old people and the role of extended families. • How do events in other countries impact on their communities? Consider cross-cultural fusion in music and art. • What is globalisation? And what is its impact on local and national communities and cultures? Has the community responded to change or been influenced by change? How? Is the community under threat or can it adapt? • What part do pupils play in their community? | <ul style="list-style-type: none"> • understand what it means to be a global citizen • recognise that communities respond to and can influence change • recognise some of the impact of globalisation | <ul style="list-style-type: none"> • See <i>Citizenship education: the global dimension</i> (Development Education Association). • This section links with unit 17 'School linking'. • Extension activities: these could include involving the school in a mock United Nation (UN) or Commonwealth Heads of Government Meeting (CHOGM). Refer to the website of the Commonwealth Institute (see www.standards.dfes.gov.uk/schemes). |
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Taking responsible action

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| <ul style="list-style-type: none"> • to identify how they might influence change and take responsible action • to undertake independent research to find information from a variety of sources (NSE) • to celebrate diversity in their own life, at school and in their communities | <ul style="list-style-type: none"> • Identify issues with global impact or implications. • Ask pupils to research local and national pressure groups and their work. What does the group hope to achieve? How does it campaign? What works and what doesn't? • What is the government policy on particular issues, <i>eg changes to law, new initiatives, financing research or community projects</i>? How is government policy developed and consulted upon? • What local, national or global issues would pupils like to change? • How would they influence change? Use an influence tree to illustrate their ideas. • What is the role of charities? Is giving money to charity the best an individual can do to make a fairer and more sustainable world? • Pupils in groups share reactions to activities and what they have learnt about diversity in Britain. They identify ways in which they show respect to others and how they challenge discrimination. They discuss what positive steps they would take to celebrate diversity in their own life, at school and in their communities. | <ul style="list-style-type: none"> • describe how individuals and communities can make a difference • examine the most effective ways of making a difference • describe the contribution of prominent people from different races and cultures • recognise the importance of diversity in society | <ul style="list-style-type: none"> • See the <i>Teacher's guide</i> for guidance about enquiry in citizenship. • Link with NSE: year 7 R2, year 8 R2, year 9 R2. • QCA's website 'Respect for All' illustrates ways of addressing diversity and anti-racist education through all subjects of the curriculum – see www.qca.org.uk • Extension activity: the school could establish displays in different subject areas celebrating the contribution to the subject of British people from a diverse range of backgrounds. |
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