



British Values



Democracy

Often, when we stand up or ask for help as a group or community, our collective voices can be more powerful than as an individual.



7th-13th September
Should we always stand up
for our communities?



What is in the news?



A tribe in Brazil have chosen to block a highway that cuts through the Amazon as the Brazilian government is not complying with a list of demands that includes aid to help with the impact of COVID-19. Protesters from the Kayapo group have been blocking traffic on Brazil's BR-163 highway for nearly a week.

What is a community?

Have you ever heard of a community? What do you think it is?

How can we support our community when times are hard?

Communities A community is a group of people living in the same place or having a particular characteristic or interest in common.

Key Stage 1- Look at the resource below, which gives examples of different communities. Match them to their descriptions.

World community

School community

Religious community

Football community

Scottish community

Online community

Town community

The people who live in Scotland.

A group of people who communicate through the internet.

The America people who live in Europe, Asia, Antarctica, Australia, North America, South a or Africa.

A group of people who all belong to the same football club.

The people who live in the same town.

The children, teachers and families of a school.

A group of people who follow the same religion.

Are you part of any communities? What are they? How does being part of a community make you feel?

Key Stage 2- Look at the resource below, where some people share their experiences of their communities during a time they found difficult.

I am part of a rural community. We had a huge amount of rain, which caused the homes of some people living in our community to be flooded. Everyone came together to help. The village hall was opened for people who couldn't stay in their home and donations of food, clothes and toys were made. Once the water went down, people all helped to clear and rebuild the houses affected by the floods. Other communities helped us too by making donations of money online, from where they lived in the UK.

Noah

I am part of a cycling community. We have a weekly meet, where we cycle in groups depending how far you want to cycle and how fast you want to go. Because of the coronavirus, we had to cancel our meet ups. For some of our members, this was the only time they socialised with others and got out to exercise. To overcome this, we set weekly challenges for cyclists to complete by themselves then had a weekly zoom meet to discuss the routes we had been on and to catch up with each other.

Sophia

The play equipment in a park in my town was taken down as we were told it was unsafe. It was decided it wouldn't be replaced. Many people in our town community worked together to try to get it back. We wrote to our local MP, started a petition, shared banners and flyers saying 'save our park' with everyone in our town but nothing seemed to work. In the end, we decided to try and raise funds to pay for the equipment ourselves. We still haven't got the equipment yet, but we are all determined and will not give up!

Mohammed

What did people do to support their communities?
Did it work?

Key Stage 2- Look at Muhammad's Comment

His town community have still not achieved their goal to get replacement equipment for the park. Do you think they should keep trying? Is there ever a time you should stop and accept defeat?

Do you think being part of a community is important?
Why?



Key Stage 1 – Follow Up Work

Share some examples of communities you are part of.

Select one community and discuss the following with a partner or as a small group:

- What is your community?
- Who is in the community?
- What makes you all part of the community?
- How does being part of your community make you feel?

Draw a picture to show your community. If possible, write words or sentences to share some of their thoughts discussed above.

Key Stage 2 – Follow Up Work



Think about our school community.

- **Who is part of this community? Teachers, children, families, visitors to school?**
- **What common goals, interests or visions do you have? Education, a school ethos?**

Think about how our current situation might make things more difficult than usual e.g. we are unable to gather everyone together to raise money for school, we cannot mix classes or bubbles etc.

Create a list of ideas to ensure everyone in your school community feels part of it and in contact with one another e.g. share weekly class highlights, email other classes in school, invite visitors via zoom.

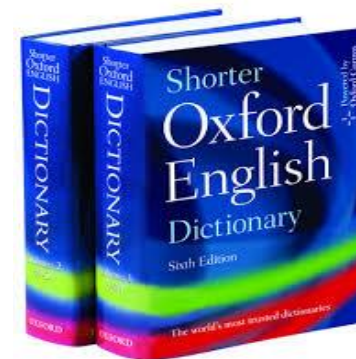
Design a poster to represent your school community and the values you share.

Reflection



Being part of a community can help to unite groups of people who live in the same place or share similar interests. We can work with others to achieve common goals or provide help and support in difficult times.

This Week's Useful Vocabulary



- Aid – help provided, such as money, equipment or services, to people who need it.
- Benefit – an advantage or profit gained from something.
- Citizen – someone who is a citizen of a particular country is a person who is legally accepted as belonging to that country.
- Community – a group of people who live in the same place or have a particular characteristic or interest in common.
- Comply – to follow or respect an order or set of rules.
- Demands – firm requests for something.
- Protester – a person who publically demonstrates opposition to something.