

Britain: What Makes Me Proud of Britain?

Aim: To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. To understand that they belong to different groups and communities such as family and school. I can share my ideas about being British and living in Britain.	The Big Question: What does it mean to be British? Why should we be proud of living in Britain?	Resources: Lesson Pack Large sheets of paper It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack .
Success Criteria: I can talk about what it means to me to be British. I can say what makes me feel proud to live in Britain.	Key/New Words: British, famous, proud, multicultural, diverse, community.	Preparation: What Makes Me Proud of Britain? Activity Sheet - one per child What Makes Us Proud of Britain? Display Banner - as required for Developing activity

Prior Learning

It will be helpful if children have previously explored famous British events.

Learning Sequence

	Reconnecting - Being British: Ask the children to sit in a circle. Share the Big Questions using the Lesson Presentation , giving the children time to consider them quietly. Share the stimulus images. Ask 'what does it mean to be British?'. Give children time to discuss the question with the person sitting next to them. Go around the circle, inviting children to respond but respecting the right to pass. If they wish, children can respond by finishing the sentence 'to me being British means...'. Use responses to form a baseline assessment of the children's existing ideas.	
	Exploring - Famous Britain: Share the slides on the Lesson Presentation showing children a range of images of famous people, places and cultural events. Ask children to discuss each slide with a partner, identifying the images and considering what they show about Britain and being British. Ask the children to feed back their observations and thoughts after each group of images, recording ideas.	
	Exploring - Reasons to Be Proud: What have you seen to make you feel proud of living in Britain? Ask children to share their responses, giving reasons for their answers. List responses on the Lesson Presentation . Reinforce the teaching point covered in the last lesson; that we live in a multicultural and diverse society and that this is something to be very proud of.	
	Reflecting - Making a Difference: Read the information on the Lesson Presentation to explain that children can have a positive impact on the country they live in by making a positive contribution to their school, community, neighbours and local environment. Put children into groups and give each group a large piece of paper and coloured pens or pencils. Ask children to write and draw as many ways as they can think of that they can make a positive difference to their country, by helping their school, their community, their neighbours and their local environment. Ask each group to share all they have recorded, highlighting the main teaching points from the unit. Remind children of the Big Questions that they considered at the beginning of the lesson. Do children have any new ideas about these questions?	

	Consolidating - Pride: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Children complete the What Makes Me Proud of Britain? Activity Sheet , drawing and writing things that make them feel proud of being British or living in Britain, and writing a sentence to explain their choices.
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	Supporting: Children could use the images from the Lesson Presentation as a stimulus for their drawing and writing.
	Extending: Ask the children to include at least three key words from the word bank in their explanation sentence.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).



Developing: Ask the children to carry out an opinion survey of the other classes in school, asking them what about being British they feel proud about. Responses could be recorded in pictures and words, and displayed under the [What Makes Us Proud of Britain? Display Banner](#).

Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

- Policies:** If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
- Rules:** Remind children of the class agreement or ground rules for discussion.
- Expect:** Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
- Procedures:** Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
 - Ask:** Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.
- Respond:** Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
- Enable:** Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.

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