

SACRE Prevent Suffolk

Teaching
Controversial Issues
Toolkit: Exemplars

Edited by Jan McGuire

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Teaching Controversial Issues Toolkit

FOREWORD: The **SACRE** writing team are experienced teachers and advisers of **SMSC, RE, Citizenship and PSHE**, subjects traditionally versed in the nuances and challenges of delivering sensitive and controversial issues in the classroom. They have teamed together with a talented group of classroom practitioners to create this toolkit.

'The Teaching Controversial Issue Toolkit' is a flexible, **non-prescriptive** framework written **by teachers for classroom practitioners**. Its key purpose is to provide **a new and simple methodology and a bank of exemplar resources** to support teachers delivering controversial or sensitive issues; with a focus on Prevent themes.

The toolkit provides suggestions for **topics and conceptual steps** for delivering the themes in a sensitive and age appropriate way.

It does not intend to answer every question: neither does the toolkit endeavour to be the only answer. The cards have been designed to offer **flexibility**: they can be used in **assembly/ tutor time/ as lesson starters/ as lessons/ discussion themes** at drop-down days: E.G. the British Values Game. The toolkit also includes a **Template** to enable you to design your own **Controversial Issue Cards** for your classroom.

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Exemplar Template:

For teachers to develop their own Controversial Issue cards

(Image)

Objective: To explore the theme of

Definition:

Dialogue Tool-Box Technique:

1. BIG QUESTION

Introduce the 'Big Question': an open question to get us thinking. Focus on an issue, not an opinion. This is a safe way to start a discussion. 'Issue over opinion'

Exemplar Template

2. SOURCES

Choose a secondary source- discover varied views/ perspectives (x3 at least) of an issue.

Stories, literature, poetry, faith quotes, Scripture, photos, historical statements, film, drama, role play, scenarios and podcasts.

3. THINKING/ RESEARCH TASK

Set an open question based on the source to encourage students to think and research different ideas, before writing and speaking. This gives them a chance to sort through and find evidence to support feelings and opinions before sharing.

6. REFLECTION/ PLENARY TASK

Plenary (debriefing) : 'Today we have discussed a difficult issue & we have found...'

Students to have time to provide one thought as they leave e.g. Wall of Wisdom/ evaluation sheet.

5. DIALOGUE/ SHARING TASK

Steer and direct dialogue through the use of open questions. Dialogue can be small table discussions/ a group task/ a silent debate: small discussion groups are better than whole class. Provide 'sharing time'.

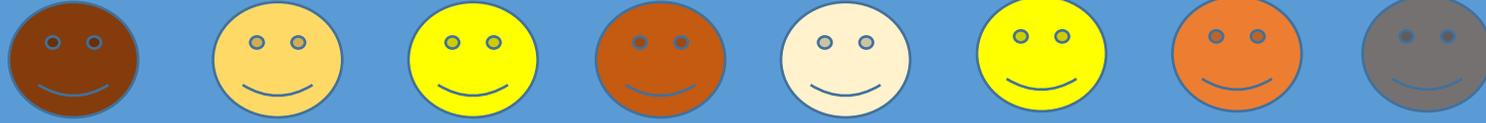
4. WRITTEN TASK

Written task: using thoughts gathered from step 1,2 &3, students to write down their response/ comments/ questions.

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‘I tell my friends to be nice to people that look different to us’ (Rosie)

Objective: To explore the theme of **TOLERANCE**

Definition: Tolerance is getting along with, and having respect for, people who are different

Dialogue Tool-Box Technique: KS 1 Game : Lesson or activity idea

1. BIG QUESTION

Introduce the 'Big Question': Why is the Golden Rule 'Treat one another as you would like to be treated' important? (at school/ home/ in religion and society)

2. SOURCES

Source :
The Golden Rule sheet/
poster (Slide 1)
The Tolerance Game

3. THINKING/ RESEARCH TASK

Think about why Rosie tells her friends to be nice to people that look different.

Would Rosie be following the 'Golden Rule' ?

Would she be showing 'tolerance' to others?

6. REFLECTION/ PLENARY TASK

Plenary (debriefing) :
'Today we have discussed 'Tolerance' a difficult issue & we have found...'

Think of one important idea you have discussed or thought about today and add it to the Wall of Wisdom.

5. DIALOGUE/ SHARING TASK

Dialogue:
In small groups discuss and share your 2 written answers.

Extension: play the Tolerance game.

4. WRITTEN TASK

Written task:

Why do you think Rosie tells her friends to be nice to people that look different?

Write down 2 ideas.

THE GOLDEN RULE

BAHA'I FAITH
Lay not on any soul a load that you would not wish to be laid upon you, and desire not for anyone the things you would not desire for yourself
Baha'i Tab. Cleanings

HINDUISM
This is the sum of duty: do not do to others what would cause pain if done to you
Mahabharata 5:1517

BUDDHISM
Treat not others in ways that you yourself would find hurtful
Udana-Varga 9:18

CONFUCIANISM
One word which sums up the basis of all good conduct... loving kindness. Do not do to others what you do not want done to yourself
Confucius, Analects 15:23

ISLAM
Not one of you truly believes until you wish for others what you wish for yourself
The Prophet Muhammad, Hadith

TAOISM
Regard your neighbour's gain as your own gain, and your neighbour's loss as your own loss
T'ai Sheng K'un Ying P'ien, 213-218

JUDAISM
What is hateful to you, do not do to your neighbour. This is the whole Torah; all the rest is commentary
Hilchot, Talmud, Shabbat 31a

SIKHISM
I am a stranger to no one; and no one is a stranger to me. Indeed, I am a friend to all
Guru Granth Sahib, pg. 1299

JAINISM
One should treat all creatures in the world as one would like to be treated
Mahavira, Satkathangas

CHRISTIANITY
In everything, do to others as you would have them do to you; for this is the law and the prophets
Jesus, Matthew 7:12

ZOROASTRIANISM
Do not do unto others whatever is injurious to yourself
Shayast-na-Shayast 13:29

NATIVE SPIRITUALITY
We are as much alive as we keep the earth alive
Chief Dan George

UNITARIANISM
We affirm and promote respect for the interdependent web of all existence of which we are a part
Unitarian principle

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Slide 1



41 I am playing happily with my friends	42 I am teaching my friend a new game	43 I am talking about what I like	44 They become a good friend	45 I am taking turns	46 I am playing safely	47 I tell my friends about my birthday	48 Slide I tell others to be nasty to someone because they are different	49 I am talking about my favourite animal	50 FINISH! You won!
40 I am taking turns	39 I am talking about v like	38 Move along if you are ve lots to talk	37 I am talking about my party	36 Slide I am rude about someone because of the way that they speak	35 We make lots of new friends	34 I am playing happily with my friends	33 I am telling a story	32 Slide I am getting lonely Move along if you land here	31 I am talking about my favourite animal
21 I tell my friends about my birthday	22 Climb I try to find someone who looks different to me to play with	23 I am playing happily with my friends	24 I am feeling alone and left out	25 I am talking about what I like	26 I am taking turns	27Climb I tell my friends to be kind to people who look different to us	28 I am talking about my favourite animal	29 I tell my friends about my birthday	30 I am feeling alone and left out
20 Slide I make fun of someone because of what they are wearing	19 I am playing happily with my friends	18 I am talking about what I like	17 I tell my friends about my birthday	16 Move along if you land here They become a good friend	15 I am talking about my favourite animal	14 I am taking turns	13 I am talking about my party	12 They become a better friend	11 I am playing happily with my friends
1 START I am playing happily with my friends	2 Move along if you land here I am feeling alone and left out	3 I am playing safely	4 CLIMB I make friends with someone who is alone	5 I am talking about my favourite animal	6 I am teaching my friend a new game	7 I am talking about my party	8 I am talking about what I like	9 I am playing safely	10 Climb I find out about my new friend

Instructions: Tolerance Game

This game is for 2- 4 players and is really easy to play.

What you will need – dice and counters.

What to do-

Take turns to roll the dice and move your counter along the same number of spaces.

When you hit a ladder of happy faces you have to climb the ladder, it says **CLIMB!**

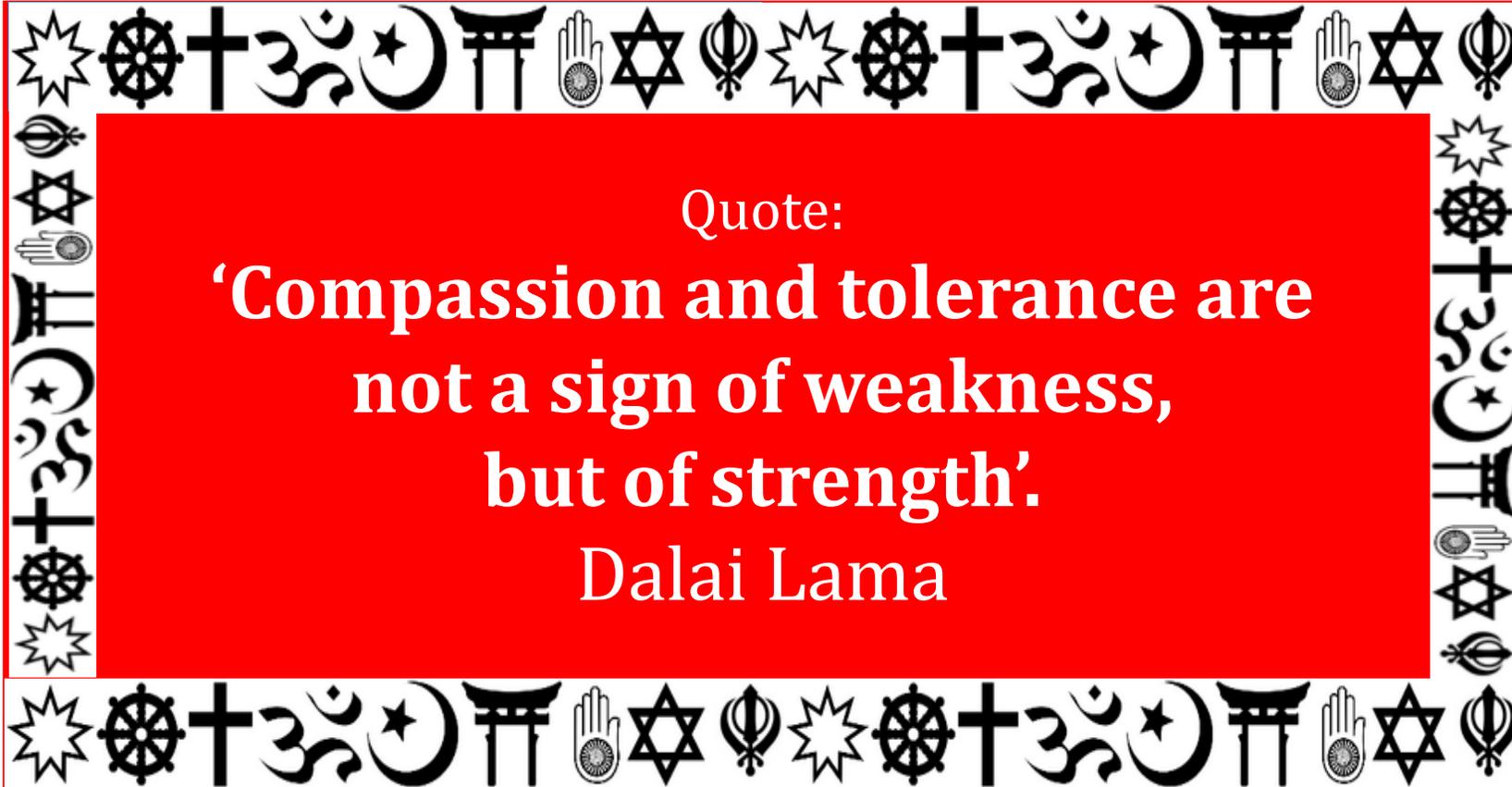
When you hit a snake of unhappy faces you have to slide down, it says **Slide !**

If you land on the bottom square of the sad face slide just move along one square, it says **Move along if you land here**

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Quote:

**‘Compassion and tolerance are
not a sign of weakness,
but of strength’.**
Dalai Lama

Objective: To explore the theme of **TOLERANCE**

Definition: Tolerance is getting along with, and having respect for, people who are different

Dialogue Tool-Box Technique: Silent Debate (KS 4/ Starter/Tutor Time)

1. BIG QUESTION

Is it always better to encourage the tolerance of others? Explain

2. SOURCES

Photographic / newspaper montage of current world events involving social, political & religious conflict Slide 1

Religious quotes on tolerance Slide 2

3. THINKING/ RESEARCH TASK

Look at the photos and headlines Slide 1

What do you think is happening to people in these photos and newspaper stories?

6. REFLECTION/ PLENARY TASK

Return to the Big Question: Is it always better to encourage tolerance of others?

What did you learn from the activity today? Circle the argument you most agree with on your 'Silent Debate' sheet and hand in as you leave.

5. DIALOGUE/ SHARING TASK

Students to have a 'Silent Debate': sharing their written ideas and responding with counter arguments: If we were all tolerant of one another would this put an end to fighting?

(Extension task KS 4 Full class debating chamber)

4. WRITTEN TASK

Open Question: Photo stimulus

Why do you think they are fighting? Write down one idea.

Read Slide 2 : religious quotes

If we were all tolerant of one another would this put an end to fighting?

Write down 3 ideas ready to share

"THOSE WHO WISH TO CAUSE RELIGIOUS CONFLICT ARE SMALL IN NUMBER BUT OFTEN MANAGE TO DOMINATE THE HEADLINE."

TONY BLAIR

FINANCIAL WEALTH V POVERTY

POWER

WEST V EAST

POLITICS

DEMOCRACY V DICTATORSHIP

VIOLENCE V PEACEFUL RESOLUTION

RELIGIOUS DIFFERENCES

WAR, CONFLICT, TERROR, DEATH, HATRED, GREED

SIKH V HINDU

HISTORICAL, CONTEXTUAL, SCRIPTURAL

POWER, POLITICS, MONEY

SOCIAL WEALTH V POVERTY

CULTURAL / PHILOSOPHICAL DIFFERENCES

CHRISTIAN V MUSLIM

RELIGION, FAITH

EDUCATED V UNEDUCATED

JEW V CHRISTIAN

LACK OF UNDERSTANDING MIS-INFORMED PREJUDICED

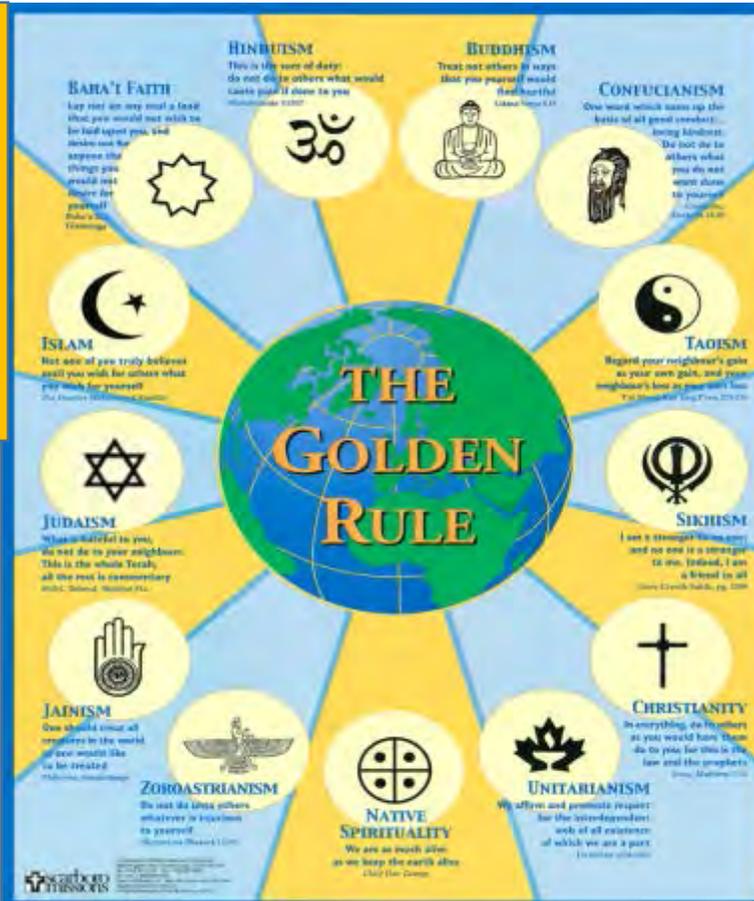
MUSLIM V JEW

The collage features several key images: a quote by Tony Blair at the top left; a group of men in a desert landscape in the top center; a religious figure in the top right; a destroyed city in the bottom left; and a political cartoon in the bottom center. Blue speech bubbles are overlaid on these images, containing various thematic labels.

Judaism: "...thou shalt love thy neighbour as thyself.", Hebrew Scriptures (Old Testament) Leviticus 19:18

Brahmanism:

"This is the sum of Dharma [duty]: Do naught unto others which would cause you pain if done to you". Mahabharata, 5:1517 "



Christianity: "And as ye would that men should do to you, do ye also to them likewise." Luke 6:31, King James Version.

Islam: "None of you [truly believes until he wishes for his brother what he wishes for himself." Number 13 of Imam Al-Nawawi's Forty Hadiths. 3

Buddhism: "...a state that is not pleasing or delightful to me, how could I inflict that upon another?" Samyutta Nikaya v. 353

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Objective: To explore the theme of HATE CRIME

Definition: Hate incidents and hate crime are acts of violence or hostility directed at people because of who they are or who someone thinks they are.

Upper KS 2 Small Group discussions : Lesson / starter

1. BIG QUESTION

Big Question:
Could you ever be the victim of a hate crime?

2. SOURCES

Look carefully at the three pictures in the resources. (slides 5, 6 ,7)

Where do you think these children are going ?How are they feeling?

What are they saying to each other

(See slide 3 for alternative)

3. THINKING/ RESEARCH TASK

Share some information with the class about “Kinder transport.”

Using post it notes in the shape of speech marks, write down what you think the children are saying to each other and the adults. Try to think particularly of the questions they are asking.

6. REFLECTION/ PLENARY TASK

Today we have discussed the difficult issue of Hate Crime & we have found that many of the victims are just like you and me.

What would you like to say to the children in the pictures about the way they have been treated?

Write it on the Wall of Wisdom

5. DIALOGUE/ SHARING TASK

Look at the pictures again and at slides 7 and 8, or at other newspaper photos of refugees today.

How are all these children THE SAME?

How are they like you?

Small group/table discussion with time for sharing and feedback

4. WRITTEN TASK

Imagine you are one of the children in the picture, either

a) Write a letter home to your parents and tell them how you are feeling

Or b) write a poem to express your feelings

Alternatively

- Use relevant photos from newspaper, internet etc. depicting current refugee (or terrorist) situations.
 - Follow the same structure.
 - At point 3 give information about the political situation that has given rise to their plight.
 - <http://www.bbc.co.uk/newsround/16979186> will give information for children about the Syrian Civil War
-
- <https://www.actionaid.org.uk/school-resources/download/7550/syria:-children-in-conflict> is a useful resource for looking at the life of a child in a refugee camp and has lesson plans included.

Hate Crime Resource: Information about Kinder Transport;

www.kindertransport.org

www.bbc.co.uk/history/ww2peopleswar/stories

www.historylearningsite.co.uk/nazi-germany/kindertransport/

Information from History Learning Site

Kindertransport was the title given to the efforts made by the British government prior to the outbreak of World War Two to bring out of Nazi Germany and occupied Austria and Czechoslovakia Jewish children. Kindertransport was an attempt to remove these children from an increasingly perilous situation whereby war looked almost inevitable. During a nine-month period, 10,000 Jewish children aged between one and seventeen were transported to the UK. Though these children were separated from their families, many of them would have faced the same fate as their families if they had stayed. The vast majority of the Kindertransport children never saw their parents again. On arrival in the UK after a journey by train and boat, they stayed with British families - few could speak English - though some boarded at schools such as Oswestry in Shropshire.

In the immediate aftermath of Krystalnacht*, many Jews were in real danger. The Nazi regime had given a green light to Nazi thugs to attack Jews seemingly at will and with no possibility of being punished for doing so. Those parents who could get their children out of Germany did so. In this British diplomats helped them. While the total number was small compared to the number of children who remained, it may be safely concluded that many of these 10,000 would not have survived the war and would have been victims to the Holocaust. The first of the children left Nazi Germany barely a month after Krystalnacht. The British government required a £50 bond per child to ensure their ultimate resettlement. The last group of children left on September 1st 1939. The declaration of war on September 3rd led to the end of the project.

* November 9, 1938, became known as Kristallnacht or the Night of Broken Glass. The Nazis unleashed a wave of terror against Germany's Jews. In the space of a few hours, thousands of synagogues and Jewish businesses and homes were damaged or destroyed. The name Kristallnacht referred to all the shattered store windowpanes that carpeted German streets.

The excuse for this violence was the assassination of a German diplomat in Paris, Ernst vom Rath, on the 7th of November 1938, by Herschel Grynszpan, a Jewish teenager whose parents, along with 17,000 other Polish Jews, had been recently expelled from Germany. Stormtroopers killed at least 91 Jews and injured many others. For the first time, Jews were arrested on a massive scale and about 30 000 were transported to Nazi concentration camps.





Suffolk SACRE Prevent Controversial Issue Card



These are British children being EVACUATED at the beginning WW2 to keep safe from German bombs.

They are victims of WW2, just like the German children who had to move from their homes





These Syrian children
have been forced out of
their homes by civil war in
their country



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Objective: To explore the theme of SENSE OF BELONGING

Definition: The **sense** of being part and accepted by ones family, community and society.

Dialogue Tool-Box Technique: KS2: Tutor Time, PHSE or P4C

1. BIG QUESTION

Where do you fit in?
How do others fit around you?
How do we all fit together?

2. SOURCES

Read the Story of Guru Amar Das and the King and/or
I Corinthians 12 verses 1 - 27
“Now you are the body of Christ, and each one of you is a part of it.” (Particular attention to verses 15 – 21)

3. THINKING/ RESEARCH TASK

The King said the Guru had taught him “many new things”.
What did the King learn? How?
Who is the most important person in this story, The King, the Guru, the little boy, or someone else? (see slide 8 for alternative or extension task)

6. REFLECTION/ PLENARY TASK

Plenary (debriefing) : ‘Today we have discussed belonging and how we all fit together.
As a reminder, use a child size outline of a body, possibly marked out in sections of arms, legs etc. Pupils can fill it in with names.
Alternatively take photos of each child and use these to build up a collage or montage in the shape of a body

5. DIALOGUE/ SHARING TASK

What did you learn about yourself today? What did you learn about someone else?
Share with the group something, about yourself, that SURPRISED or PLEASED you.
Now, think (and share?): Do you play the same role in other groups? What about your family?

4. WRITTEN TASK

(With reference to 1 Cor 12: 17) Consider: we may be very different but we are equally valuable and useful. (slide 4)
Put a piece of paper on the back of every pupil. Every pupil should write a positive comment on every one else to say what they bring to the class.
Allow time to read and reflect.

Guru Amar Das and the King

Many years ago, a king sent a letter to the leader of the Sikhs. It read,

Dear Guru

I am told you are the wisest man in my kingdom. I shall come and speak to you tomorrow. I hope you will be able to teach me something useful. Please make sure everything is ready for me.

Your King

The Guru wrote back to the King, telling him that he was welcome to visit and that, by the following day, everything would be ready for the royal visit.

The following day came and the King, with all his ministers and servants, set off from his palace to the Sikh temple. When they arrived there, the King was disgusted. There were no cheering crowds lining the streets, no band playing the national anthem and no red carpet for the King to walk on. The King demanded to see the Guru immediately.

"I'm sorry," said one of the Guru's helpers, "the Guru can't see you until after you have eaten".

The king was furious, but the thought of the great feast which would be waiting for him in the temple helped to calm him down.

The king stepped down from his chariot and went into the temple. Inside, there was a great number of people all sitting on the floor, waiting to be served their food. The King looked around. There was no throne for him.

Noticing his embarrassment, a little child took the King's hand and led him to a space on the floor. Reluctantly, the King sat down amongst all the other people.

By now, the King was very hungry. He imagined all the rich food that had been prepared for him - roast meat in thick rich sauces washed down with the finest wine. But when the food was served, the King was given the same as everyone else - a dish of vegetables and a drink of water. His gnawing hunger forced the King to eat.

During the meal, the people next to the King began to speak to him about their lives. They told him their problems and their ideas of how he could rule the country better. The king listened with great interest. He had never heard things like this before.

"When I get back to the palace," he told the people, "I am going to make some big changes." When the meal was finished, the King was told, "The Guru is ready to see with you now."

The King answered, "I do not need to speak with the Guru now. many new things He has already taught me today. Please thank him for me."

And with that, the King said goodbye to the people, climbed aboard his chariot and drove back to the palace.

Years later, everyone in the country agreed that, ever since the day that the King had visited the Guru, he had become a much better ruler.

A Primary Vision resource provided by Stockport Christians in Schools Trust

see also <http://gurmat.info/sms/smspublications/thegurusway/chapter6/>
or <http://www.sikhnet.com/stories/audio/emperor-akbar-and-gurus-langar>

If the body was all eye, how could it hear?
If all ear, how could it smell?



How would we smell anything?



How would we hear each other?

Sense of Belonging Resource : 1 Corinthians 12: 12- 27 (from The Message)

¹²⁻¹³ You can easily enough see how this kind of thing works by looking no further than your own body. Your body has many parts—limbs, organs, cells—but no matter how many parts you can name, you're still one body. It's exactly the same with Christ. By means of his one Spirit, we all said good-bye to our partial and piecemeal lives. We each used to independently call our own shots, but then we entered into a large and integrated life in which *he* has the final say in everything. (This is what we proclaimed in word and action when we were baptized.) Each of us is now a part of his resurrection body, refreshed and sustained at one fountain—his Spirit—where we all come to drink. The old labels we once used to identify ourselves—labels like Jew or Greek, slave or free—are no longer useful. We need something larger, more comprehensive.

¹⁴⁻¹⁸ I want you to think about how all this makes you more significant, not less. A body isn't just a single part blown up into something huge. It's all the different-but-similar parts arranged and functioning together. If Foot said, "I'm not elegant like Hand, embellished with rings; I guess I don't belong to this body," would that make it so? If Ear said, "I'm not beautiful like Eye, limpid and If the body was all eye, how could it hear? If all ear, how could it smell? expressive; I don't deserve a place on the head," would you want to remove it from the body? As it is, we see that God has carefully placed each part of the body right where he wanted it.

¹⁹⁻²⁴ But I also want you to think about how this keeps your significance from getting blown up into self-importance. For no matter how significant you are, it is only because of what you are a *part* of. An enormous eye or a gigantic hand wouldn't be a body, but a monster. What we have is one body with many parts, each its proper size and in its proper place. No part is important on its own. Can you imagine Eye telling Hand, "Get lost; I don't need you"? Or, Head telling Foot, "You're fired; your job has been phased out"? As a matter of fact, in practice it works the other way—the "lower" the part, the more basic, and therefore necessary. You can live without an eye, for instance, but not without a stomach. When it's a part of your own body you are concerned with, it makes *no* difference whether the part is visible or clothed, higher or lower. You give it dignity and honor just as it is, without comparisons. If anything, you have more concern for the lower parts than the higher. If you had to choose, wouldn't you prefer good digestion to full-bodied hair?

²⁵⁻²⁶ The way God designed our bodies is a model for understanding our lives together as a church: every part dependent on every other part, the parts we mention and the parts we don't, the parts we see and the parts we don't. If one part hurts, every other part is involved in the hurt, and in the healing. If one part flourishes, every other part enters into the exuberance.

²⁷⁻³¹ You are Christ's body—that's who you are! You must never forget this. Only as you accept your part of that body does your "part" mean anything. You're familiar with some of the parts that God has formed in his church, which is his "body":

Sense of Belonging Resource : 1 Corinthians 12:12 - 27 (The Living Bible)

¹² Our bodies have many parts, but the many parts make up only one body when they are all put together. So it is with the "body" of Christ. ¹³ Each of us is a part of the one body of Christ. Some of us are Jews, some are Gentiles, some are slaves, and some are free. But the Holy Spirit has fitted us all together into one body. We have been baptized into Christ's body by the one Spirit, and have all been given that same Holy Spirit.

¹⁴ Yes, the body has many parts, not just one part. ¹⁵ If the foot says, "I am not a part of the body because I am not a hand," that does not make it any less a part of the body. ¹⁶ And what would you think if you heard an ear say, "I am not part of the body because I am only an ear and not an eye"? Would that make it any less a part of the body? ¹⁷ Suppose the whole body were an eye—then how would you hear? Or if your whole body were just one big ear, how could you smell anything?

¹⁸ But that isn't the way God has made us. He has made many parts for our bodies and has put each part just where he wants it. ¹⁹ What a strange thing a body would be if it had only one part! ²⁰ So he has made many parts, but still there is only one body.

²¹ The eye can never say to the hand, "I don't need you." The head can't say to the feet, "I don't need you."

²² And some of the parts that seem weakest and least important are really the most necessary. ²³ Yes, we are especially glad to have some parts that seem rather odd! And we carefully protect from the eyes of others those parts that should not be seen, ²⁴ while of course the parts that may be seen do not require this special care. So God has put the body together in such a way that extra honour and care are given to those parts that might otherwise seem less important.

²⁵ This makes for happiness among the parts, so that the parts have the same care for each other that they do for themselves. ²⁶ If one part suffers, all parts suffer with it, and if one part is honoured, all the parts are glad.

²⁷ Now here is what I am trying to say: All of you together are the one body of Christ, and each one of you is a separate and necessary part of it.

Sense of Belonging Resource : 1 Corinthians 12: 12 - 27 (NIV)

¹² Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ. ¹³ For we were all baptised by one Spirit so as to form one body - whether Jews or Gentiles, slave or free - and we were all given the one Spirit to drink. ¹⁴ And so the body is not made up of one part but of many.

¹⁵ Now if the foot should say, 'Because I am not a hand, I do not belong to the body,' it would not for that reason stop being part of the body. ¹⁶ And if the ear should say, 'Because I am not an eye, I do not belong to the body,' it would not for that reason stop being part of the body. ¹⁷ If the whole body were an eye, where would the sense of hearing be? If the whole body were an ear, where would the sense of smell be? ¹⁸ But in fact God has placed the parts in the body, every one of them, just as he wanted them to be. ¹⁹ If they were all one part, where would the body be? ²⁰ As it is, there are many parts, but one body.

²¹ The eye cannot say to the hand, 'I don't need you!' And the head cannot say to the feet, 'I don't need you!' ²² On the contrary, those parts of the body that seem to be weaker are indispensable, ²³ and the parts that we think are less honourable we treat with special honour. And the parts that are unpresentable are treated with special modesty, ²⁴ while our presentable parts need no special treatment. But God has put the body together, giving greater honour to the parts that lacked it, ²⁵ so that there should be no division in the body, but that its parts should have equal concern for each other. ²⁶ If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it.

²⁷ Now you are the body of Christ, and each one of you is a part of it.

Alternative research task (at point 3)

Make a list of the roles in the school, who does what?

➤ Who would we miss most if they didn't turn up?

e.g. if the cleaner does not come to work, the classroom might be dirty or untidy, but if the cook does not come, we could not eat? If the cook comes but there are no other kitchen staff or lunchtime supervisors we would have food but no one to serve it and we could not go out to play!

Discuss.

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https://commons.wikimedia.org/wiki/File:AAF_female_lieutenants_posing_for_camera_in_2010.jpg



Objective: To explore the theme of **CULTURE** and **FAITH**

Definition: The ideas, customs, and social behaviour of a particular people or society and how it may or may not relate to their religion

Dialogue Toolbox Technique: Secondary KS 3/4 Think Pair Share / Lesson/ Tutor time

1. BIG QUESTION

Introduce the 'Big Question':

How can we get past

'judging by appearances' and get to 'Love our Neighbours'?

2. SOURCES

Choose a secondary source-

1. What is Multiculturalism?

<https://goo.gl/loJGDg>

2. Multiculturalism is dead

<https://goo.gl/pwL5w8>

3. Sikhs celebrating Christmas

<https://goo.gl/4hTqp3>

4. Benjamin Zephaniah poem 'the British'

3. THINKING/ RESEARCH TASK

Think/ Research

Watch clip 1: What is multiculturalism?

Do we think we are a successful multicultural school/ community / town / country?

David Cameron doesn't think we are. Show clip 2

6. REFLECTION/ PLENARY TASK

Plenary (debriefing) :

'Today we have discussed a difficult issue & we have found....'

Reflect : Listen to Benjamin Zephaniah poem 'The British' <http://goo.gl/lgS5Dd>

What can be done to help all cultures and faiths to live peacefully together in Britain?

5. DIALOGUE/ SHARING TASK

Respond : Share ideas with class from task 1 and discuss

Were the ideas about culture or faith?

What's the difference between the two?

Discuss whether they are inextricably linked. Could a Sikh follow British culture and still be a Sikh? Clip 3 Video of Sikhs celebrating the cultural parts of Christmas

4. WRITTEN TASK

Written task:

What are the good things/ benefits of multiculturalism/ multi-faith?

What are the challenges?
(teacher's note: see slide 3)

Share ideas in small group and write down on large paper

Extension card: Big Question:
How can we get past 'judging
by appearances' and get to
'Love our Neighbours'?

4. religion by headcovering?
<http://goo.gl/ySC3dZ>
5. Can you tell his religion by his beard?
<http://goo.gl/F9bWQW>
6. Muslim version of Pharrell's 'Happy'
<https://goo.gl/AITjvB>
7. My life, my religion (Islam)– Sara clip
<http://goo.gl/4WsooU>

Think/ Research

Why would a member of a faith follow or reject British culture? What about Polish Christian immigrants who follow Polish culture?

Write: Task 1

How can we get rid of stereotypes about religions. Do these fun 2 quizzes -links 4 and 5. What do they show us? (Teachers note: *its not just Muslims that have headscarves and long beards*)

Respond: Task 2: Extension

Watch clip 6 and 7. Did these 2 clips show you anything you didn't know about Muslims. Was there anything you were surprised about? What positive things have you learnt from these clips? What does the picture on slide 1 say to you?

Additional Extension Task

Plan a (hypothetical/real) multicultural /multifaith event that would achieve this in your school/town. (A walk, doing fundraising for charity, meal, multifaith service etc) How would you get people talking to each other ? What would you need to find out about each religion to help with your planning? See slides 4-6 for more resources which might inspire you

How can we get past 'judging by appearances' and get to 'Love our Neighbours'?

Sources

1. What is Multiculturalism? <https://goo.gl/loJGDg>
2. Multiculturalism is dead <https://goo.gl/pwL5w8>
3. Sikhs celebrating Christmas <https://goo.gl/4hTqp3>
4. Can you tell religion by headcovering? <http://goo.gl/ySC3dZ>
5. Can you tell his religion by his beard? <http://goo.gl/F9bWQW>
6. Muslim version of Pharrell's 'Happy' <https://goo.gl/AlTjvB>
7. My life, my religion (Islam) – Sara clip <http://goo.gl/4WsooU>
8. Benjamin Zephaniah poem 'The British' <http://goo.gl/lgS5Dd>

Think/ Research
What is multiculturalism?
Watch clip 1 What is multiculturalism?
Do we think we are a successful multicultural school/community/town / country?
David Cameron doesn't think we are. Show clip2

Write: Task 1
Do you agree with David Cameron on this?
What are the good things about multiculturalism?
What are the challenges?
(teacher's note: see slide 3)
Share ideas in group and write down on large paper

Respond Task 2

Share ideas with class from task 1 and discuss
Now consider which ideas were actually about culture and which were about faith? What's the difference between the two? Discuss whether they are inextricably linked. Could a Sikh follow British culture and still be a Sikh? Clip 3 Video of Sikhs celebrating the cultural parts of Christmas
Should a member of a faith follow British culture? What about Polish Christian immigrants who follow Polish culture?
How can we get rid of stereotypes about religions. Do these fun 2 quizzes - links 4 and 5. What do they show us? (Teachers note: *its not just Muslims that have headscarves and long beards*)
Watch clip 6 and 7. Did these 2 clips show you anything you didn't know about Muslims. Was there anything you were surprised about? What positive things have you learnt from these clips? What does the picture on slide 1 say to you?

Reflect: Task 3

What can be done to help all cultures and faiths to live peacefully together in Britain? What is Benjamin Zephaniah's advice in his poem- clip 8?
Plan a (hypothetical/real) multicultural /multifaith event that would achieve this in your school/town. (A walk, doing fundraising for charity, meal, multifaith service etc) How would you get people talking to each other ?
What would you need to find out about each religion to help with your planning? See slides 4-6 for more resources which might inspire you

Benefits of living in a multicultural society

Learn about other parts of the world.

Highly skilled workforce

Less chance of war

Different types of food-takeaway

Helps people to see that we are all part of the human race and we have more in common than we have differences

Learn more about other cultures

Bringing in new ideas

Different fashion

Benefits of living in a multi-faith society

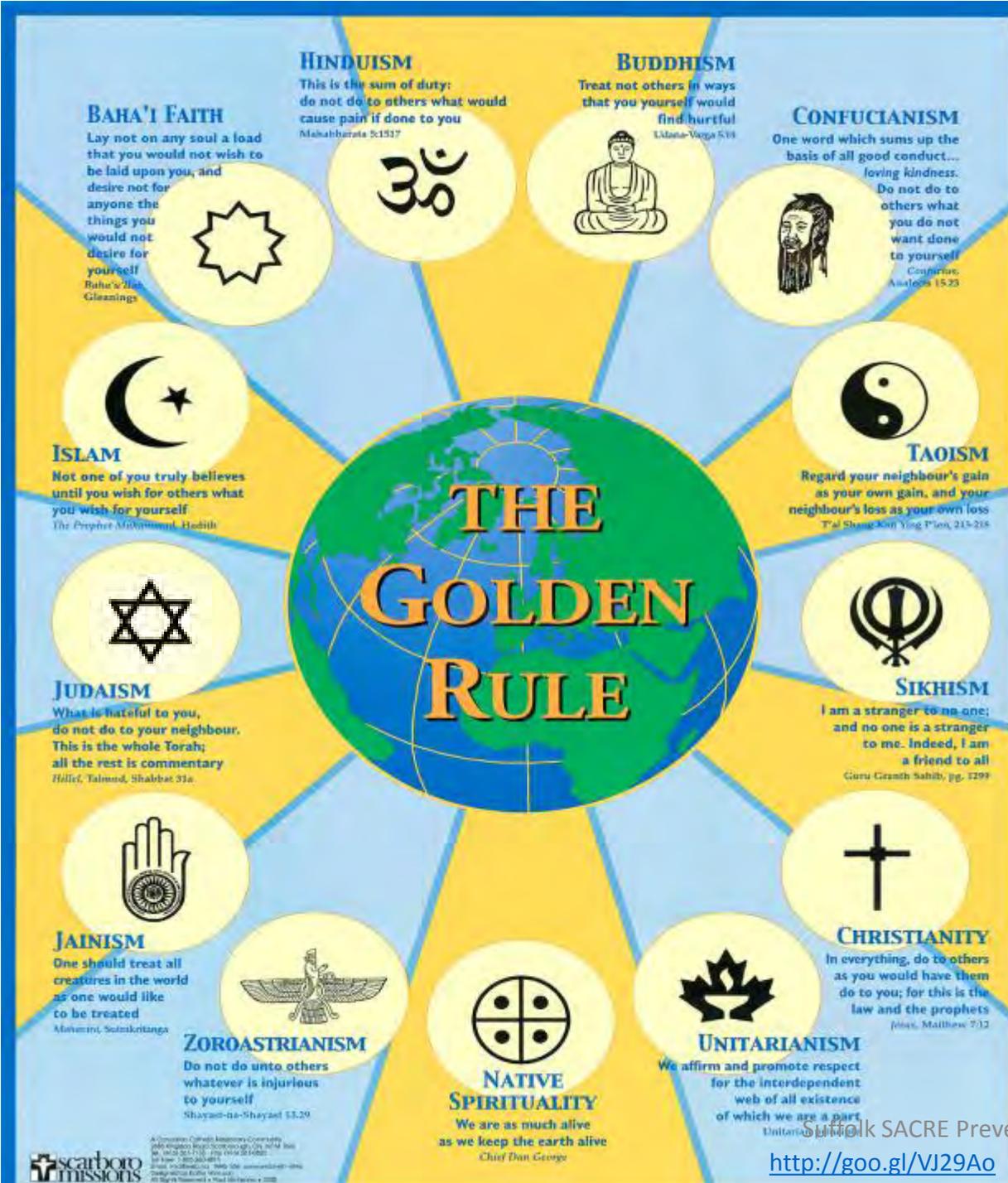
fun and celebration of festivals

religious freedom

equal rights for all religions prevents conflict

opportunity to think deeply about religion

opportunity to find out more about religions



Extra resources and links

Information about all religions (scroll down for clips on each page)
<http://goo.gl/eId26t>

How Muslims celebrate Christmas
<https://goo.gl/mNoKZv>

Christian version of Pharrell's 'Happy'
<https://goo.gl/1Y8zh9>

HOW TO RESPECT OTHER RELIGIONS

- EDUCATE YOURSELF
- SAY, "I DON'T UNDERSTAND - YET"
- BE AMAZED - OR EVEN CONVERTED TO A BETTER VERSION OF YOURSELF
- EXPERIENCE HOW OTHERS WORSHIP
- BE PATIENT - DON'T FORM OPINIONS TOO SOON
- HONOR CONVICTIONS - DON'T TRY TO CHANGE PEOPLE IN YOUR OWN MIND
- BUILD RELATIONSHIPS
- EAT TOGETHER, PLAY TOGETHER, AND HOLD EACH OTHER'S HANDS
- LOSE SENSE OF HUMOR HANDY
- EMBRACE MYSTERY
- ASK QUESTIONS - LISTEN
- DO UNTO OTHERS AS YOU WOULD HAVE THEM DO UNTO YOU

Different
Individuals
Valuing
Each other
Regardless of
Skin
Intellect
Talents or
Years.



MARTIN LUTHER KING JR
(1929-1968)
inspiration4good.com

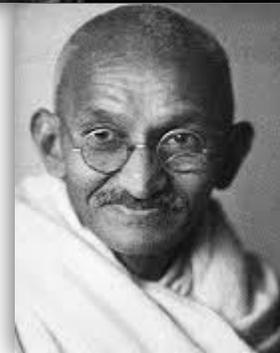
"WE MAY ALL HAVE COME
IN DIFFERENT SHIPS, BUT WE'RE
IN THE SAME BOAT NOW."

"We may have
different religions,
different languages,
different colored skin,
but we all belong to
ONE HUMAN RACE."

-Kofi Annan



**We must live together as brothers
or perish together as fools.**



"Religions are
different roads
converging upon
the same point.
What does it
matter that we
take different roads,
so long as we reach
the same goal?"

Multiculturalism

"No culture
can live if it
attempts to
be exclusive."

-Mahatma Gandhi



The world in which
you were born is just
one model of reality.
*Other cultures are not
failed attempts at
being you; they are
unique manifestations
of the human spirit.*

- Wade Davis

We all
SMILE in
the same
language!



LIVING IN A
MULTICULTURAL
SOCIETY TAKES TIME.
IT IS A LONG
EDUCATIONAL
PROCESS.

Jeresa Hren

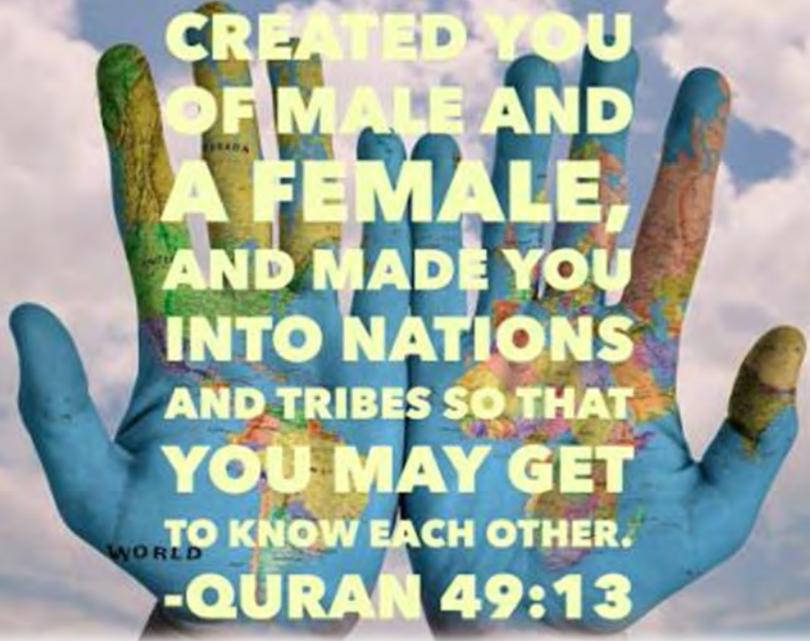
"Diversity is not
about how we
differ. Diversity is
about embracing
one another's
uniqueness."

-Ola Joseph



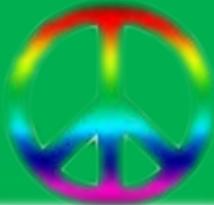
**O MANKIND!
SURELY WE HAVE
CREATED YOU
OF MALE AND
A FEMALE,
AND MADE YOU
INTO NATIONS
AND TRIBES SO THAT
YOU MAY GET
TO KNOW EACH OTHER.**

-QURAN 49:13



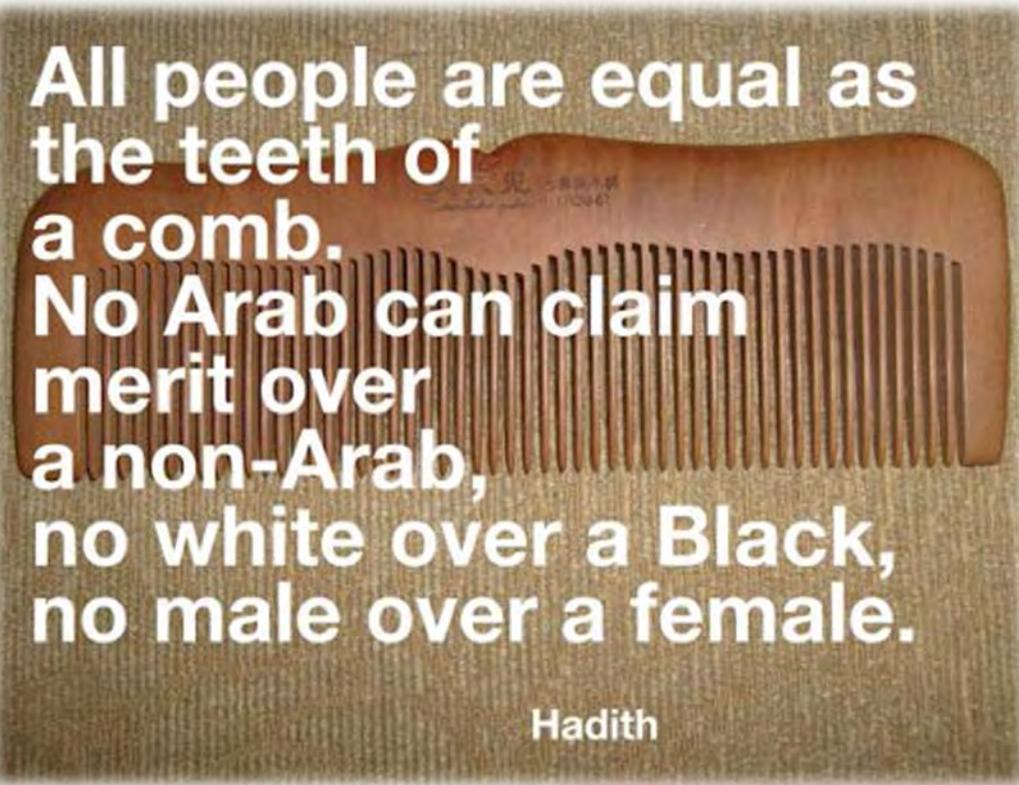
Blessed are
the
peacemakers
for they will
be called
sons of God

Jesus



All people are equal as
the teeth of
a comb.
No Arab can claim
merit over
a non-Arab,
no white over a Black,
no male over a female.

Hadith



Love your enemies
and pray for those
who persecute you

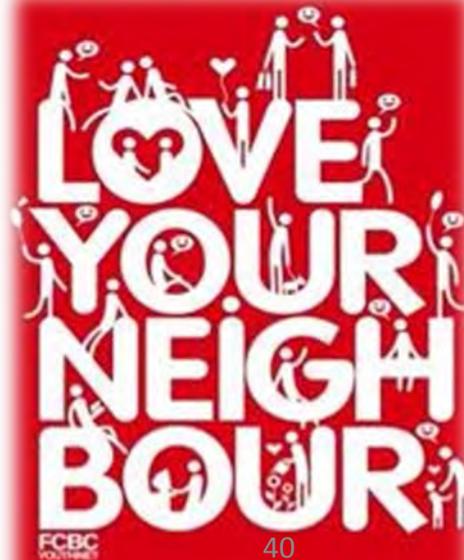
Matthew 5:44



“Whosoever killed a person...
It shall be as if he had killed
all mankind.”

— *The Holy Quran (5:33)*

Suffolk SACRE Prevent Controversial Issue Card



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Objective: To explore the theme of HATE CRIME

Definition: a crime motivated by racial or other prejudice, typically one involving violence.

Dialogue Toolbox Technique: Secondary KS 3/4 : Think Pair Share / Tutor time/ Lesson

1. BIG QUESTION

Introduce the 'Big Question':

Why do some people respond with hate when others respond with love and forgiveness. How can we change this?

2. SOURCES

Choose a secondary source-

1. Benjamin Zephaniah on Newsnight

<https://goo.gl/Y5oq2U>

2. Prevent video

<https://goo.gl/895roQ>

3. Information on REDco project

<https://goo.gl/zl7UfN>

Resource Slide 1, 2 and 3

3. THINKING/ RESEARCH TASK

Think/ Research

Watch clip 1 Benjamin Zephaniah's Newsnight report on discrimination.

Read Slide 1 ' A History of Racism in 3 Proper Nouns"(REDco)

Pair Discussion: What do you think this statement on slide 3 means? What did you learn from Clip 1?

6. REFLECTION/ PLENARY TASK

Plenary (debriefing) :

'Today we have discussed a difficult issue & we have found...'

Write down one of your favourite ideas about overcoming hate crime on a post-it and attach to the 'Wall of Wisdom' as you leave the room

5. DIALOGUE/ SHARING TASK

Dialogue :

Watch clip 2 'Prevent' and look out for examples of hate crime on both sides and how it could have been avoided: Dialogue/ Share

Extension task: Create a newspaper advert or a poem highlighting the issue of hate crime and ways in which it can be overcome

4. WRITTEN TASK

Written Tasks:

Using your ideas / research discuss and answer questions on the 'Hate pyramid' - Resource Slide 2

Think-Pair-Share

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'I will forgive them
(those responsible) and
let them know I don't
want to see them in
prison.

They can come and have
free coffee in our shop'.
JIMAS Manwar Ali



Objective: To explore the theme of HATE CRIME

Definition: a crime motivated by racial or other prejudice, typically one involving violence.

Dialogue Toolbox Technique: Secondary KS 3 / 4 : Think Pair Share : Tutor time/ Lesson

1. BIG QUESTION

Introduce the 'Big Question':

Why do some people respond with hate when others respond with love and forgiveness. How can we change this?

2. SOURCES

Choose a secondary source-

4. Sun article on York Muslims

<http://goo.gl/B5DpWR>

Resource Slide 3, 4, 5, 6, 7

3. THINKING/ RESEARCH TASK

Think/ Research

Read Resource Slides 3 & 4.

Why do you think the Muslim charity JIMAS forgave the arsonists?

Why may some people not agree to forgive?

6. REFLECTION/ PLENARY TASK

Plenary (debriefing) :
'Today we have discussed a difficult issue & we have found Religious 'codes of conduct' help to create an environment of forgiveness and reconciliation.

What statements would you include in your school's code of conduct to reflect these principles? Write your code on a 'post it' and hand in as you leave.

5. DIALOGUE/ SHARING TASK

Discuss the Christian and Muslim quotes on forgiveness and reconciliation on slide 6

Dialogue/ Share: How can religion help to create an environment of forgiveness and reconciliation?

Extension task: Answer the 'Big Question' using all of the research/ ideas from today

4. WRITTEN TASK

Written task:

Read slides 3 and 4 showing a local story of forgiveness rather than retaliation

Read the story in the Sun newspaper of how the Muslims in York responded to an English Defence League protest - Source 1

In pairs record as many arguments or ideas as you can in response to the 'big Question'

Big question!

Why do some people respond with hate when others respond with love and forgiveness. How can we change this?

Sources

1. Benjamin Zephaniah on Newsnight <https://goo.gl/Y5oq2U>
2. Prevent video <https://goo.gl/895roQ>
3. Information on REDco project <https://goo.gl/zl7UfN>
4. Sun article on York Muslims <http://goo.gl/B5DpWR>

Think/ Research

Watch clip 1 Benjamin Zephaniah's Newsnight report on discrimination and then discuss this comment (slide 3) from an interviewee in an antiracism project which has been dubbed

A history of racism in three proper nouns by the interviewer

'First we were Asian

Then we were Pakis

Now we're Muslims.' (REDco project)

Respond: Task 2

Watch/read the following 4 items

- Watch clip 2 and look out for examples of hate crime on both sides and how it could have been avoided
- Read slides 5 and 6 showing a local story of forgiveness rather than retaliation
- Read the story in the Sun newspaper of how the Muslims in York responded to an English Defence League protest – link 4
- Discuss the Christian and Muslim quotes on forgiveness and reconciliation on slides 7 and 8

Then: Create a newspaper advert or a poem highlighting the issue of religious discrimination and ways in which it can be overcome.

Reflect: Task 3

Rucksacks have a negative connotation in this context. After train bombings people became suspicious of Asian men who were wearing a rucksack. To reflect on the fact that we have to turn the negative into the positive use the template of a ruck sack on slide 9

Write inside the rucksack the qualities you want to take with you on your journey through life. (e.g. kindness)
Outside the rucksack write the things we would be better off leaving behind (e.g. grudges)

Write: Task 1

Hate pyramid - discuss and answer questions on slide 4 (think-pair-share)

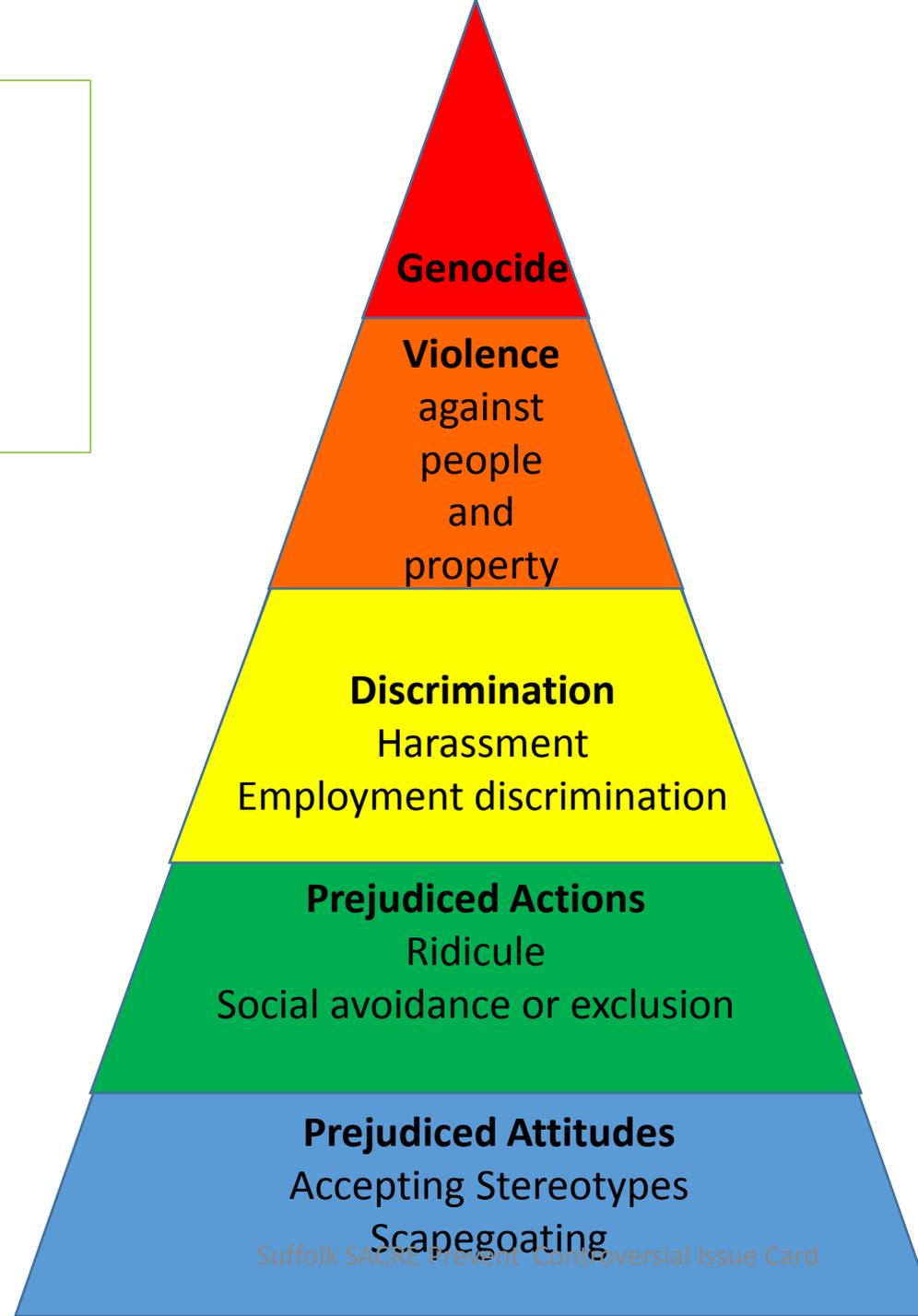
A history of racism in three proper nouns

‘First we were Asian
Then we were Pakis
Now we’re Muslims.’

Resource Slide 1 (REDco project)

Hate Pyramid

- Can you add more examples to each section of the Hate Pyramid?
- What examples of prejudice and discrimination/ HATE CRIME have you experienced or witnessed?



- This pyramid shows how there are foundations to discrimination.
- What will happen if you take away the foundations or less serious aspects of the pyramid?
- Does this give us a clue as to how we might solve discrimination/ Hate Crime ? How?

Resource Slide 2

Adapted from
<https://www.stockton.gov.uk/media/2249/06-pyramid-of-hate.pdf>



St Michael's Church Ipswich March 2011

The church is owned by local Muslim charity JIMAS who were going to convert it into community centre

Would you forgive the person that did this to your building that you had spent 25 years fundraising for?

Resource Slide 3

Tragically, the site was not insured and owner Mr Manwar Ali is set to lose the £350,000 he paid for the church last year out of his own life savings, fundraising and loans from friends. And plans to spend up to £1 million over the next few years on transforming the run-down site have been shelved as the building teeters on the brink of collapse.

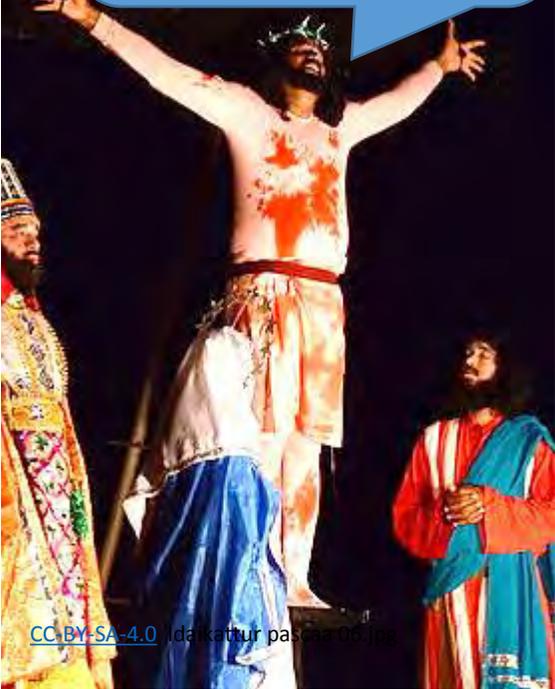
But incredibly, Mr Manwar Ali said that even if the police did manage to track down those responsible, he would rather invite them round for a cup of coffee than see them go to prison. He said: "The foolish thing is we hadn't insured it. Hopefully there is nobody who has been harmed or hurt – there could have been somebody inside." Resource Slide 4

www.eveningstar.co.uk/news/video_gallery_fire_which_ruined_ipswich_church_re_ignites_1_822745

I will forgive them (those responsible) and let them know I don't want to see them in prison. They can come and have free coffee in our shop.



Forgive them,
Father! They don't
know what they
are doing



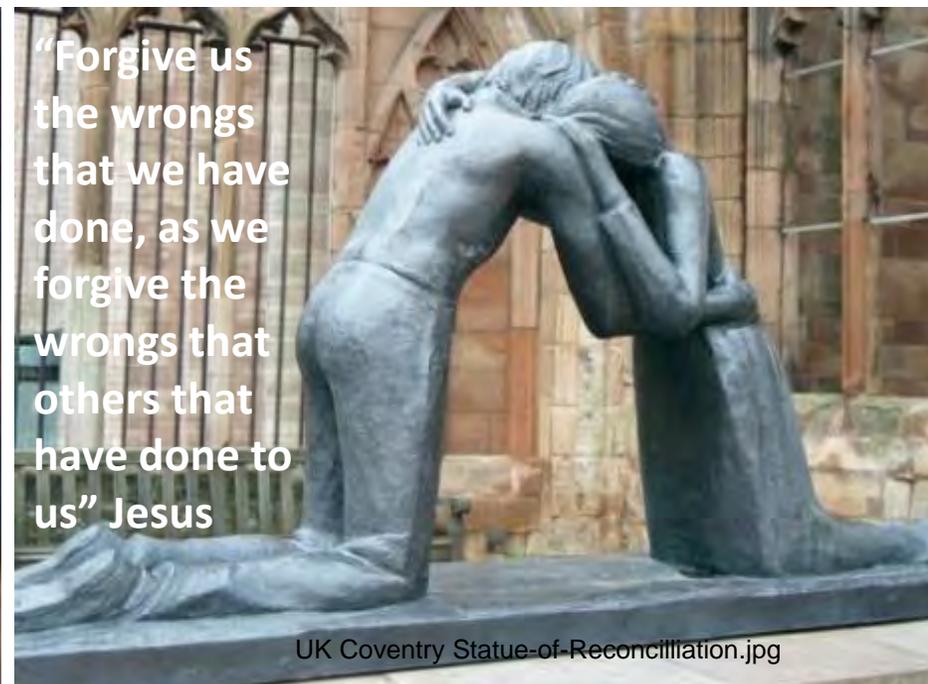
Father, I have done wrong and I am not worthy
to be called your son



Let's have a feast
and celebrate. For
this son of mine - he
was lost and is
found

Return of the Prodigal Son 1667-1670 Murillo.jpg

“Forgive us
the wrongs
that we have
done, as we
forgive the
wrongs that
others that
have done to
us” Jesus



UK Coventry Statue-of-Reconciliation.jpg

Christian quotes

Do not take revenge on someone
who wrongs you

**Love your enemies
and pray for those
who persecute you**

Matthew 5:44

The parable of the prodigal son Luke15:11-32 (Resource Slide 5)

A man had 2 sons. The younger son asked for his inheritance. He wasted it on wild living! When his money ran out he had to take a job feeding pigs. While sat there he realised he had done wrong and that he would be better off at home where even his father's servants were better fed. So he went home- his father was looking out for him because he had not stopped loving him. His father forgave him and threw a party for him.

Control your anger, then forgive your brother. Do you not wish to be forgiven? Muhammad

Show forgiveness, speak for justice
Qur'an 7:199

Muslim quotes:

Resource Slide 6



[CC BY 2.0](#) File:Opened Qur'an.jpg

*Be forgiving and control yourself in front of provocation
Muhammad*

If a person forgives and makes reconciliation, his reward is due from God, for God loves not those who do wrong. But if any show patience and forgive, that would truly be an affair of great resolution. *Qur'an 42:40-43*

Write inside the rucksack the qualities you want to take with you on your journey through life. (e.g. kindness)



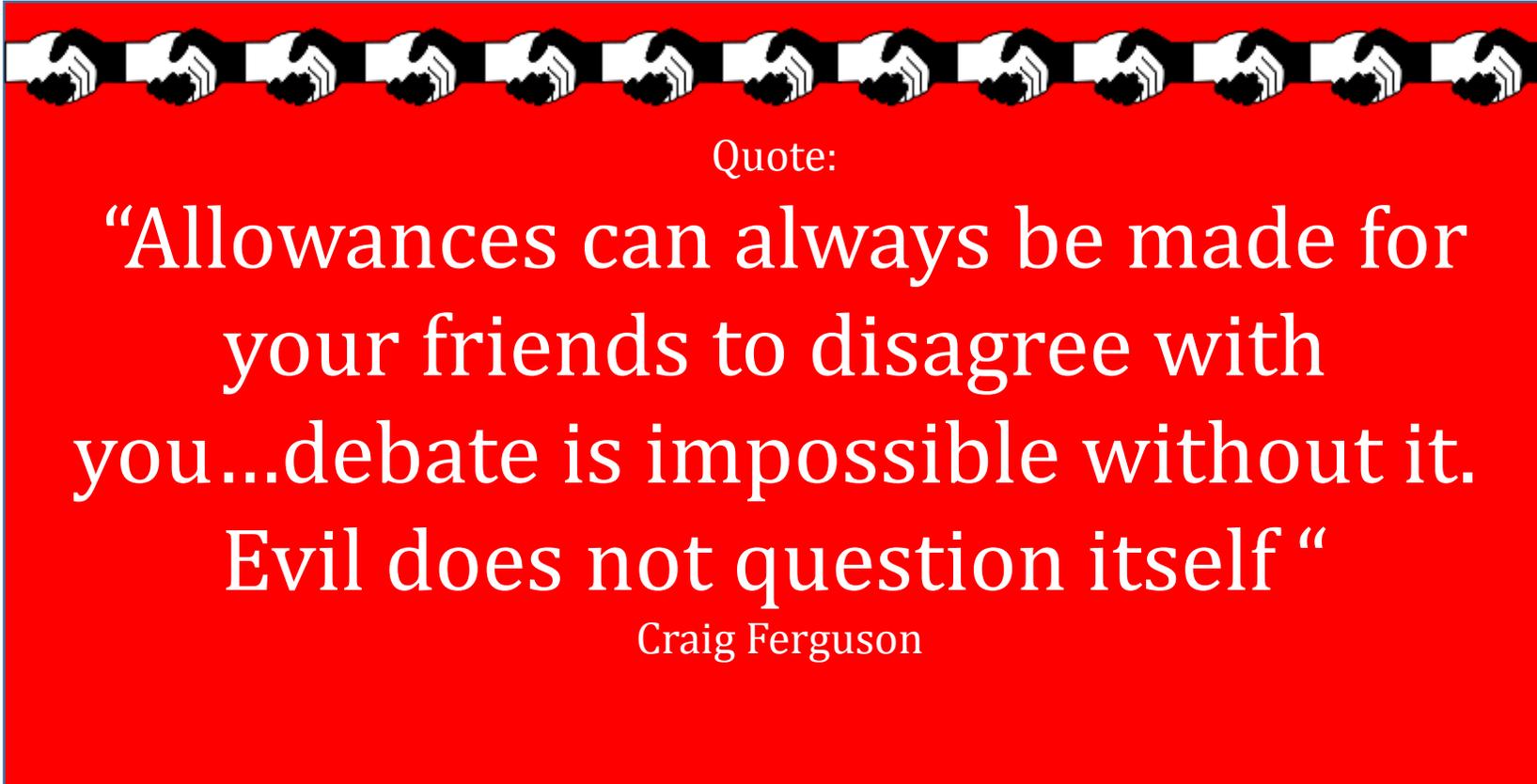
Resource Slide 7

Outside the rucksack write the things you would be better off leaving behind (e.g. grudges)

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Objective: To explore the theme of RADICALISATION

Definition: Radicalisation is when people change to hold extreme views, usually connected to politics or religion; they may agree with violent action to support their beliefs.

Dialogue Tool-Box Technique: Thought provoking questions, Circle Time, PSHE KS 1/2

1. BIG QUESTION

Introduce the 'Big Question':
What happens if people disagree with you?

2. SOURCES

Puppets /persona dolls
Picture books e.g. The bad tempered ladybird; The bad mood!
Learning together to be safe year 2 to year 6
Fundamental British Values in the Early Years
Teaching approaches that help build resilience to extremism among young peoples

3. THINKING/ RESEARCH TASK

Think/ Research:
Persona dolls or puppets – use to present a case study.
Xxx has fallen out with friends at playtime. They would not listen or play with him the way he wanted the game played. They had their own ideas of how to play and so he hit and kicked them. Now he is in trouble and needs your help.
(Name & context can be adapted to suit children and schools context. Important that the situation is depersonalised.)

6. REFLECTION/ PLENARY TASK

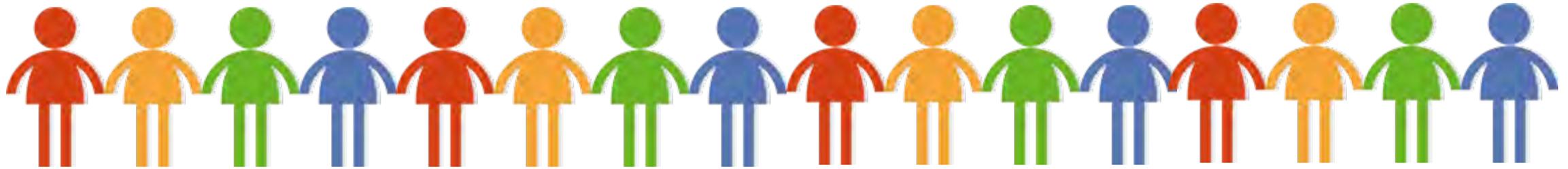
Plenary (debriefing) :
'Today we have discussed a difficult issue & we have found....'
What does compromise mean?
What does negotiate mean?
What would they look like in real life?
Suppose someone would not use these, what would we do?

5. DIALOGUE/ SHARING TASK

Dialogue:
Groups to feed back to whole class/ CT to support by reading responses as required
Circle time/pair share
Extension: Present to puppet e.g. – letter, film, podcast :
ways to deal with/ manage our anger

4. WRITTEN TASK

Written task:
Small group discussion: 6 x
poster questions: 1 per group
What did xxx do wrong?
Which school rules did he break?
If this happened, what could you do?
What could you do if someone disagrees with you?
Is it ever ok to hurt?
What should xxx do next time?



Can the class agree on an outcome?

E.g. children are aware it is ok to have different viewpoints, and it is ok to be angry, but it is not ok to hurt or disrespect others.

If someone won't negotiate, then leave them alone and play elsewhere. Tell a grown up.

Extension: Explain how everyone has to follow these rules. Adults have talk time (mediation), and unfair behaviour is reported to the police. Value of respect is supported by law.

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“Remember, remember, always that
all of us, and you and I especially,
are descended from immigrants and
revolutionists”

Franklin D Roosevelt
President of USA 1933-1945



Objective: To explore the theme of World Events (& tensions this may raise)

Definition: natural or manmade situations that have a far reaching impact on peoples lives, both in the country of origin and beyond.

Dialogue Tool-Box Technique: Lesson idea for Upper KS2: Thinking, discussion & reflective writing

1. BIG QUESTION

Introduce the 'Big Question':

What causes some people to leave their homes, community and belongings to make a possibly dangerous journey to an uncertain future?

2. SOURCES

Source :

Visual photographs to represent push/pull

Push pull statements based on those below.

Good food guide poem – from “learning together to be safe year 2 to year 6”

Oxfam guide: teaching controversial issues

Venn Diagram Template

3. THINKING/ RESEARCH TASK

Think/ Research :

Explain 'Push v Pull' factors

Examine the photographs. Think about the image: is it a 'push or Pull' factor?

Link to the Big Question
Place on Venn Diagram Template

6. REFLECTION/ PLENARY TASK

Plenary (debriefing) :

'Today we have discussed a difficult issue & we have found....'

Wall of Wisdom: Write down one reason why you can understand someone may choose to become an immigrant

5. DIALOGUE/ SHARING TASK

Dialogue :

Share the chosen images with the class. Why is it a 'Push or Pull' image? Could this image be telling us other things too?

(Extension : Consider what may happen to someone that cannot leave/ afford to travel)

4. WRITTEN TASK

Written task :

Choose 1 x 'Push' and 1 x 'Pull' image.

Explain what the image may be about and why it is a 'Push' or 'Pull' image.

Push and Pull factors

Consider push factors:

- Civil war & collapse of government
- Poor health care
- Low education
- High unemployment
- Poverty
- Natural disasters
- War with other countries
- Over population

Consider pull factors:

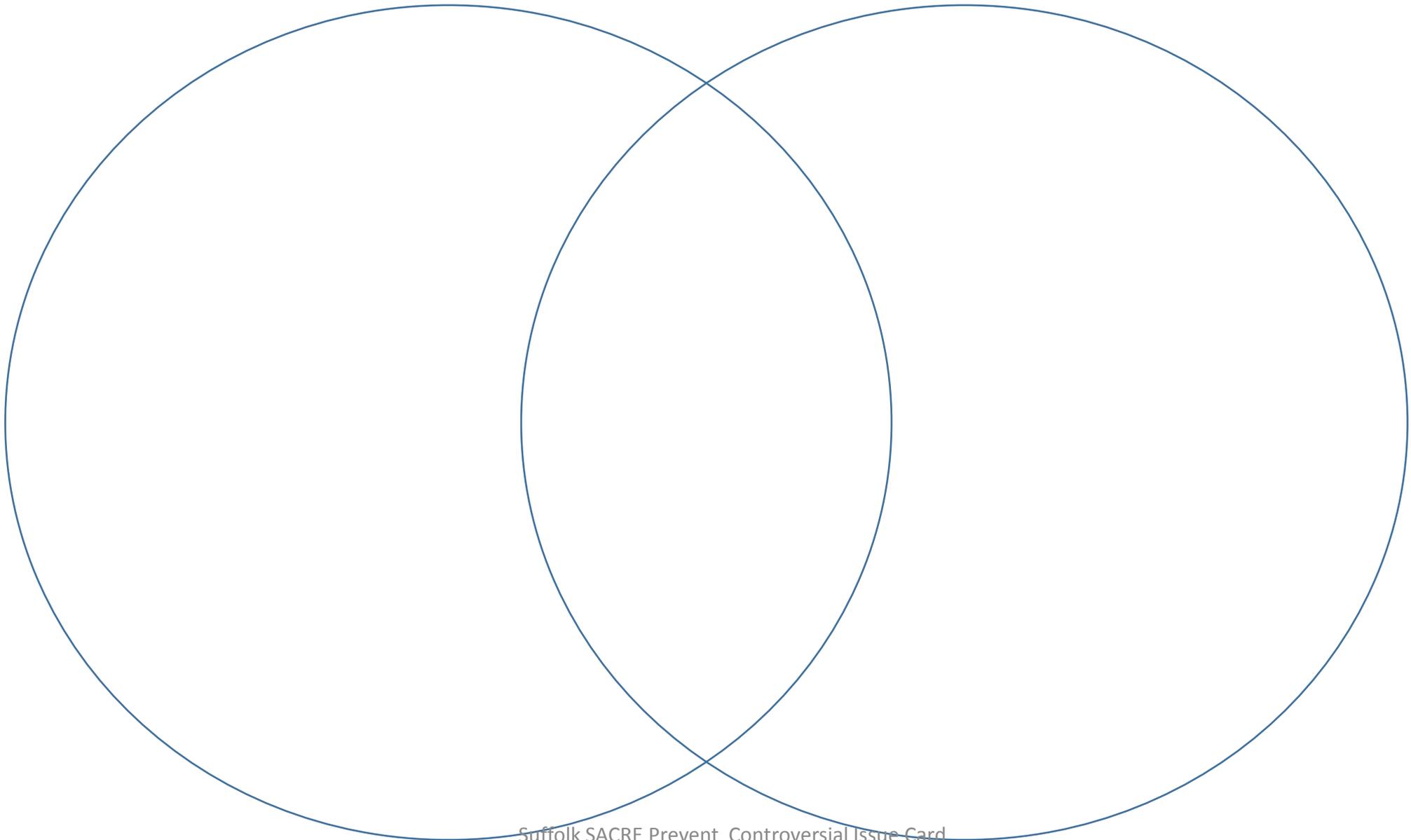
- Better health care
- More employment opportunities
- Increase standard of living
- Political freedom
- Desire to live in that country
- Increased tolerance
- Opportunities for self improvement
- Freedom of speech





*Free Speech
means
Free Speech
even when you disagree with it*







This is not a new problem.....

Historical context:

Jesus & family forced to flee Bethlehem & go to Egypt for 2 years

Exile of Jews under Moses

Founding fathers & religious believers on Mayflower to America

Irish immigration to USA – potato famine etc.

Huguenots fleeing Catholic France to GB

Muslim & Hindu – partition of India

Creation of state of Israel.

Movement due to Empire: Franco-China, Australia, division of Africa

Greece & Turkey today – immigration issues

Iraq – in 1970s & 1980s Sunni dominance over Shi'ite majority



Additional cycle

Response task 2: Case study: small groups

Scenario presented based on real life contexts (could be from history to de-personalise depending on own school's context)

What are the main push/pull factors in this case?

Orally present back to class

Extension activity: What happens to those who cannot afford the travel costs to flee?

Reflect task 3

Do you believe that some reasons are more valid than others?

Who decides?

Reflect task 3 extension-

If we can understand why some people become immigrants, why is there so much resistance/ suspicion / prejudice?

This could then form the basis of a repeat lesson cycle starting with the big question: Why is there so much prejudice against immigrants?

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Objective: To explore the theme of TOLERANCE

Definition: Tolerance is getting along with, and having respect for, people who are different

Dialogue Tool-Box Technique: Class discussion (KS2 class assembly/ Reflection time)

1. BIG QUESTION

Introduce the 'Big Question':

Why is it important to show tolerance towards others?

2. SOURCES

Sources :

1. Vegetarianism/ Football team example - living 'in harmony' (Slide A)

2. Lambert the Lion video clip

<https://www.youtube.com/watch?v=2lhuuitUzd4>

3. THINKING/ RESEARCH TASK

Think/ Research

Look at the range of sources. Where can you find examples of tolerance in action or opportunities for it?

6. REFLECTION/ PLENARY TASK

Plenary (debriefing) :
'Today we have discussed a difficult issue & we have found....'

In what ways are we different?

In what ways are we all the same? Reflecting on Kofi Annan's quotation

5. DIALOGUE/ SHARING TASK

Dialogue :

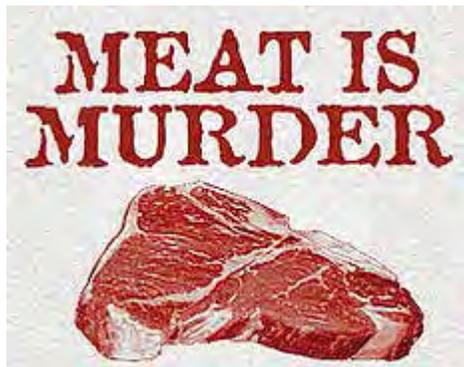
'Difference is the only thing we have in common.' Discuss

Extension -Newspaper reports of Sikh experience of wearing turbans

4. WRITTEN TASK

Written task :

How do we show tolerance to others?
Write in role as a character/person chosen from one of the sources.



Living in Harmony (Slide A)

We tend to tolerate what is different from us. Think of vegetarians. Some vegetarians think it is morally wrong to eat meat, but they choose to tolerate those who do.

Who else do we choose to tolerate in society?

What would happen if we became increasingly intolerant?

How can we begin to respect and appreciate our differences more fully?



Lambert the Lion

<https://www.youtube.com/watch?v=2lhuuitUzd4>

How was Lambert different from the lambs?

How was he the same?

Which characters demonstrated tolerance?

How could the lambs have been more tolerant?

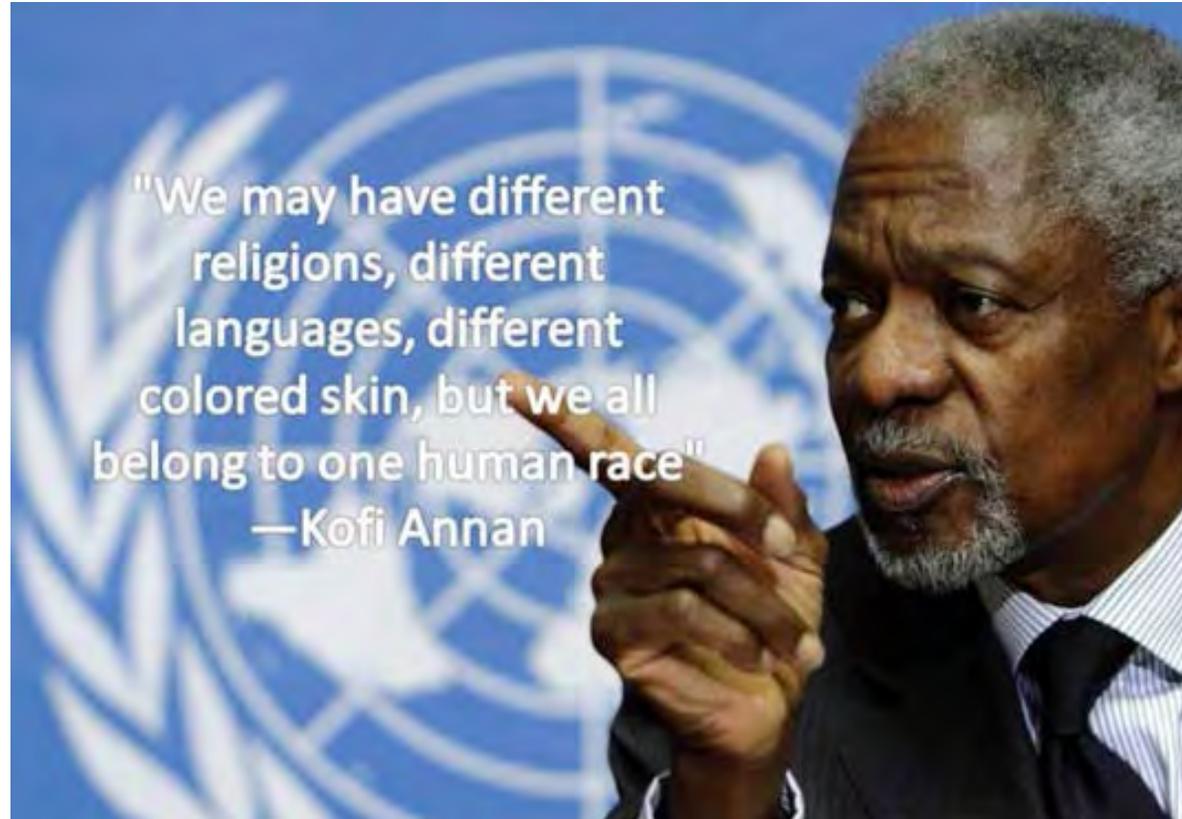
What difference would this have made?



Sikh Tolerance

- http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10440294
- <http://www.coventrytelegraph.net/news/coventry-news/sikhs-appeal-for-tolerance-3175744>
- <http://www.firstpost.com/living/discriminated-due-to-his-turban-sikh-postman-wins-battle-against-disney-2339464.html>

Reflect:



TOLERANCE

mean THAT WE AGREE, OR IGNORE EACH OTHER.

IT MEANS: We make SPACE

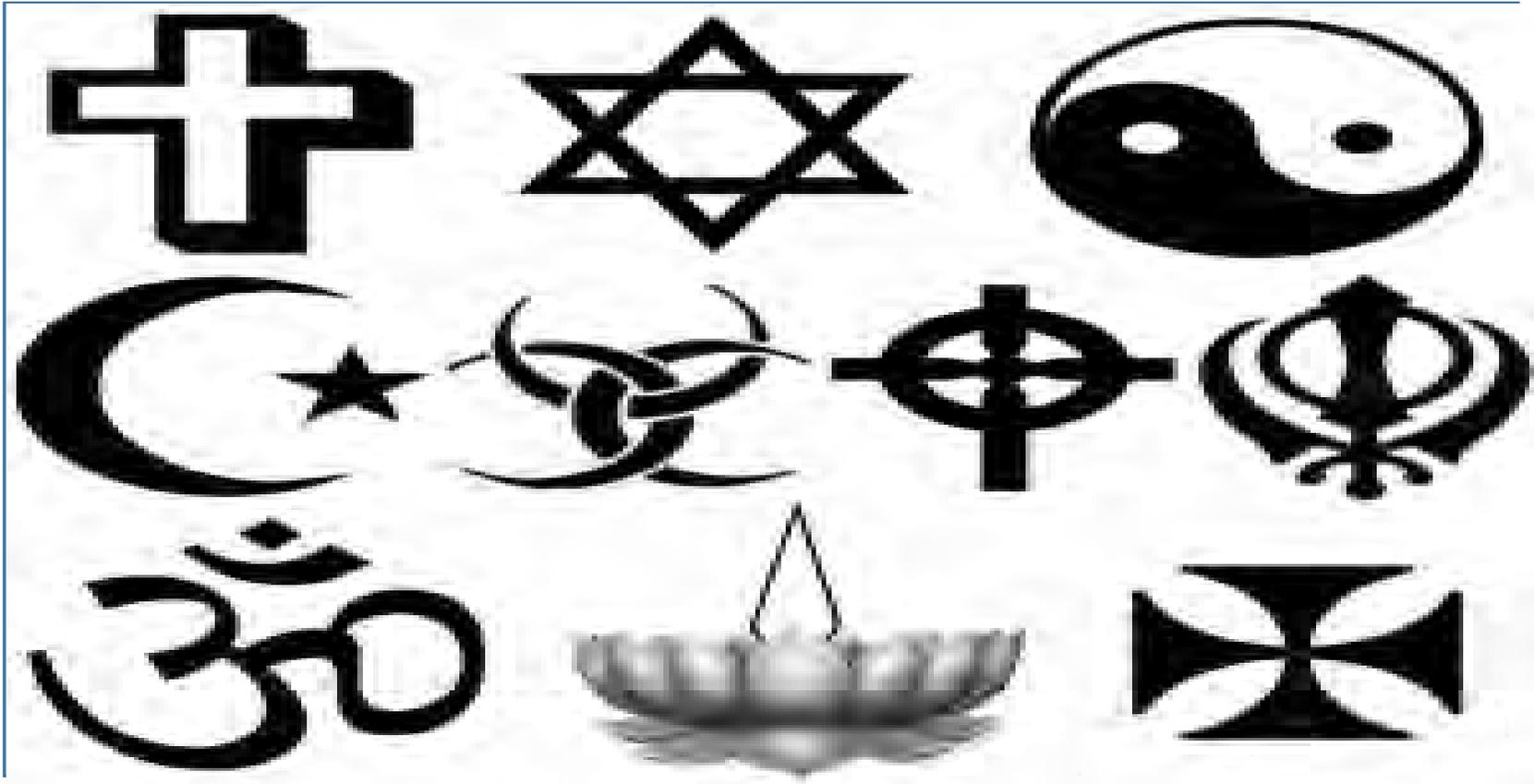
for OTHER
PEOPLE'S

DIFFERENT
WRONG
INTERESTING
ODD
OPINIONS.

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Objective: To explore the theme of **CULTURE & FAITH**

Definition of culture: ideas, customs, and social behaviour of a particular people or society

Definition of faith: strong belief in a worldview

Dialogue Tool-Box Technique: KS2 : Lesson : Reflection and considered writing

1. BIG QUESTION

Introduce the 'Big Question':
How are different religious groups portrayed in the media?
Are these portrayals fair or accurate?

2. SOURCES

Secondary source :
Various photographs from newspapers, magazines

3. THINKING/ RESEARCH TASK

Thinking :
How can we avoid making 'snap judgements' of others?

6. REFLECTION/ PLENARY TASK

Plenary (debriefing) :
'Today we have discussed a difficult issue & we have found...'
Have you ever felt judged because of your identity?
How did it make you feel?

5. DIALOGUE/ SHARING TASK

Dialogue :
Which captions are unfair or generalisations?
(Extension task – write a letter to the newspaper editor expressing concern)

4. WRITTEN TASK

Written task :
Write one negative and positive caption for each photograph.

Activity

Aim

By using photographs as stimulus material, this activity encourages the use of critical thinking skills. Pupils understand the nature of prejudice and ways to combat it; are able to detect bias, opinion and stereotypes; assess different viewpoints; recognise and start to challenge unfairness, and promote a sense of justice.

Social justice and equity. Captions (7–11 years)

Resources

- Magazines and newspapers
- Scissors, glue, paper
- Some examples of photographs and captions that promote stereotypes, generalised or racist views, such as 'Africa is...', 'asylum seekers are...'

You may want to model some example captions with the class before starting this activity.

1. Pupils cut out five photographs from magazines or newspapers and stick them on a clean sheet of paper. Ask them to write one negative and one positive caption for each of the pictures.
2. Display the work and discuss the impact the different captions have on our perceptions of the places and any people in the photographs.
3. Then discuss the pictures and captions from the newspapers you have brought in.
4. Encourage pupils to question the captions and to suggest or write more suitable ones. For example, if the captions are generalist or stereotyped, think up alternative captions which explain in which place, or among which particular group of people, something has happened. If discriminatory captions are found, encourage the pupils to write a class letter to the editor of the paper outlining their concerns.

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Objective: To explore the theme of **EXTREMISM**

Definition: “vocal or active opposition to fundamental British values, including democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs”.

Dialogue Tool - pair-share - two children share ideas first to increase confidence in class debate/ Upper KS2 : Lesson starter : Tutor time

1. BIG QUESTION

Could something good come out of being 'extreme'?

2. SOURCES

Ironing board, ironing and iron

Selection of photos of people doing EXTREME IRONING as their sport.

Definition card with meaning of 'Extremism' and 'Extreme Ironing'.

3. THINKING/ RESEARCH TASK

Why is the term 'extreme' used? If you wanted to be champion, what would be the limits? Why?

Compare with 'Extreme Reading' challenges at school.

6. REFLECTION/ PLENARY TASK

If we were 'EXTREME-ly' good at: love, joy, peace, patience, kindness, goodness, faithfulness, humility, self-control, how could this change the world for the better?

5. DIALOGUE/ SHARING TASK

Dialogue/ Share : Your Gran needs the ironing done. Who should she choose to help: an Extreme Ironer? An extremely good ironer? An extremist? Pair-share thoughts. Use definition card. Class debate.

Extension task: Write your response to the 'BIG Question'

4. WRITTEN TASK

Open Question – What advice would you give someone who wants to do Extreme Ironing?

3 reasons for / 3 reasons against / your own opinion

EXTREME IRONING

Extreme ironing (also called **EI**) is an extreme sport and a performance art in which people take ironing boards to remote locations and iron items of clothing.

According to the Extreme Ironing Bureau, extreme ironing is "the latest danger sport that combines the thrills of an extreme outdoor activity with the satisfaction of a well-pressed shirt."

Part of the attraction and interest the media has shown towards extreme ironing seems to centre on the issue of whether it is really a sport or not. It is widely considered to be tongue-in-cheek.

Some locations where such performances have taken place include a mountainside of a difficult climb; a forest; in a canoe; while skiing or snowboarding.

Source: Wikipedia



EXTREMISM

Definitions

- belief in and support for ideas that are very far from what most people consider correct or reasonable

Source: <http://www.merriam-webster.com/dictionary/extremism>

- A person who advocates or resorts to measures beyond the norm, especially in politics.

Source: <http://www.thefreedictionary.com/extremism>

Look also for synonyms e.g. in a Thesaurus.

See: <http://www.freethesaurus.com/extremism>

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Objective: To explore the theme of **TERRORISM**

Definition: Organised violence against innocent civilians to command attention and instil fear.

Dialogue Tool – Talk Trios i.e. small group discussion with three children together. Idea can be swapped or trios re-grouped as necessary. Upper KS2 : Tutor time

1. BIG QUESTION

What might happen if people spread peace rather than terror?

2. SOURCES

A paint spray can and a 5 minute video clip -

<http://www.aerosolarabic.com/portfolio/edinburgh-mural/>

Muslim / Christian /Jewish quotations about peace

Peace slogans on posters.

3. THINKING/ RESEARCH TASK

Think

How do words affect people positively & negatively?

Research

‘Aerosol Ali’: a Muslim who uses a spray can to spread messages. Discuss some of the words he uses.

6. REFLECTION/ PLENARY TASK

Choose your own word/s to spread peace.

Paint or cut out the letters for display.

Could you use these words to help spread peace in your school / your community? How?

5. DIALOGUE/ SHARING TASK

Report back in Talk Trios.

How do terrorists terrify people and why? Are they like bullies? How do we treat bullies? Can we do the same with terrorists?

Extension Task – How can we help spread peace?

Write your response to the ‘Big Question.’

4. WRITTEN TASK

What words spread terror?

What words spread peace?

Make two lists.

Words about Peace

Christianity:

Happy are those who work for peace; God will call them his children. Words of Jesus in the Bible (Matthew chapter 5 verse 9)

Islam

Humanity is but a single brotherhood so make peace with your brethren. The Qur'an sura 49 - 10

Judaism:

Turn away from evil and do good; strive for peace with all your heart.
The Bible (Psalm 34 verse 14)

Peace quotations from a variety of sources e.g. Desmond Tutu, John Lennon, Gandhi:
<http://www.peacedirect.org/uk/landing-page/peace-quotes/?gclid=CJGOrZHNscwCFawp0wodGk0E5A>

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We may have different religions, different languages, different coloured skin, but we all belong to one human race.

Kofi Annan

Objective: To explore the theme of BELONGING

Definition: The **sense** of being part and accepted by ones family, community and society.

Dialogue Tool : Box Technique: Paired discussion KS 3 / 4 : Tutor time : Lesson starter

1. BIG QUESTION

What gives us the sense that we belong to a group?

2. SOURCES

3 accounts of young people explaining what it means to them to belong to their faith community

3. THINKING/ RESEARCH TASK

Can belonging to any group have negative consequences?
Think about the positive consequences of belonging to a group too.

6. REFLECTION/ PLENARY TASK

Plenary (debriefing) :
Is it possible or advisable to prevent people from joining certain groups?

5. DIALOGUE/ SHARING TASK

Does anything from these 3 accounts surprise you? Share what you have learned in pairs

(Extension task – an account of belonging to a group viewed negatively such as a gang)

4. WRITTEN TASK

What groups do you belong to?
Describe what this involves

1. BIG QUESTION

Introduce the 'Big Question':
What is an extremist?

2. SOURCES

Sources :
Extremist film on Truetube
<https://www.truetube.co.uk/film/extremists>
(KS4)

3. THINKING/ RESEARCH TASK

Think/ Research
Watch the video clip.
Do you think this could ever happen in real life?
How, what, when, why, where?

6. REFLECTION/ PLENARY TASK

Plenary (debriefing) :
'Today we have discussed a difficult issue & we have found...'
Suggest one idea to help people from different groups meet, talk and listen

5. DIALOGUE/ SHARING TASK

Dialogue :
Discuss the following:
Is extremism ever right?
Is violence always wrong?
(Extension task – Manwar and Ivan podcast Radio 4)

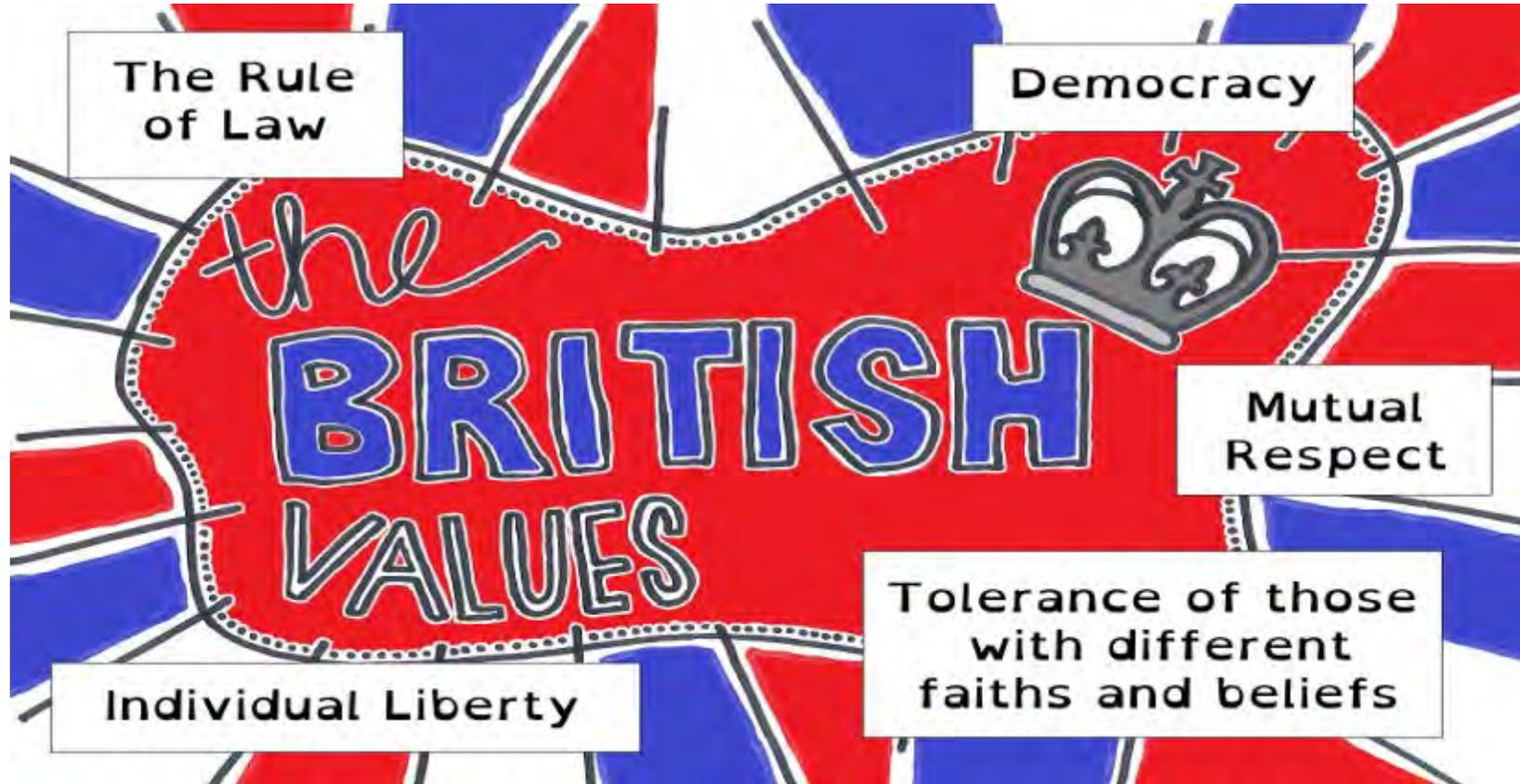
4. WRITTEN TASK

Written task :
Card sort – extremist, terrorist, fundamentalist
Describe what you understand by each term

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Objective: To explore the theme of BEING BRITISH

Definition: BRITISH VALUES: A list of 5 qualities which people living in Britain should follow.

Dialogue Tool-Box Technique: Playing a board game (Secondary/Citizenship/Lesson)

1. BIG QUESTION

What are British Values and what do they mean to me?

2. SOURCES

‘What do the British Values mean to me’ worksheets
Instruction PowerPoint
British Values Game

3. THINKING/ RESEARCH TASK

How do you follow the British Values?

6. REFLECTION/ PLENARY TASK

Discuss: If everybody always lived according to these values, how different would our society be?

5. DIALOGUE/ SHARING TASK

Students to play British Values Board Game.
(Extension task – Discuss: How can you live out any of these values further?)

4. WRITTEN TASK

What do the British Values mean to me?
After being introduced to the values, students record on sheet how they apply to their own lives.

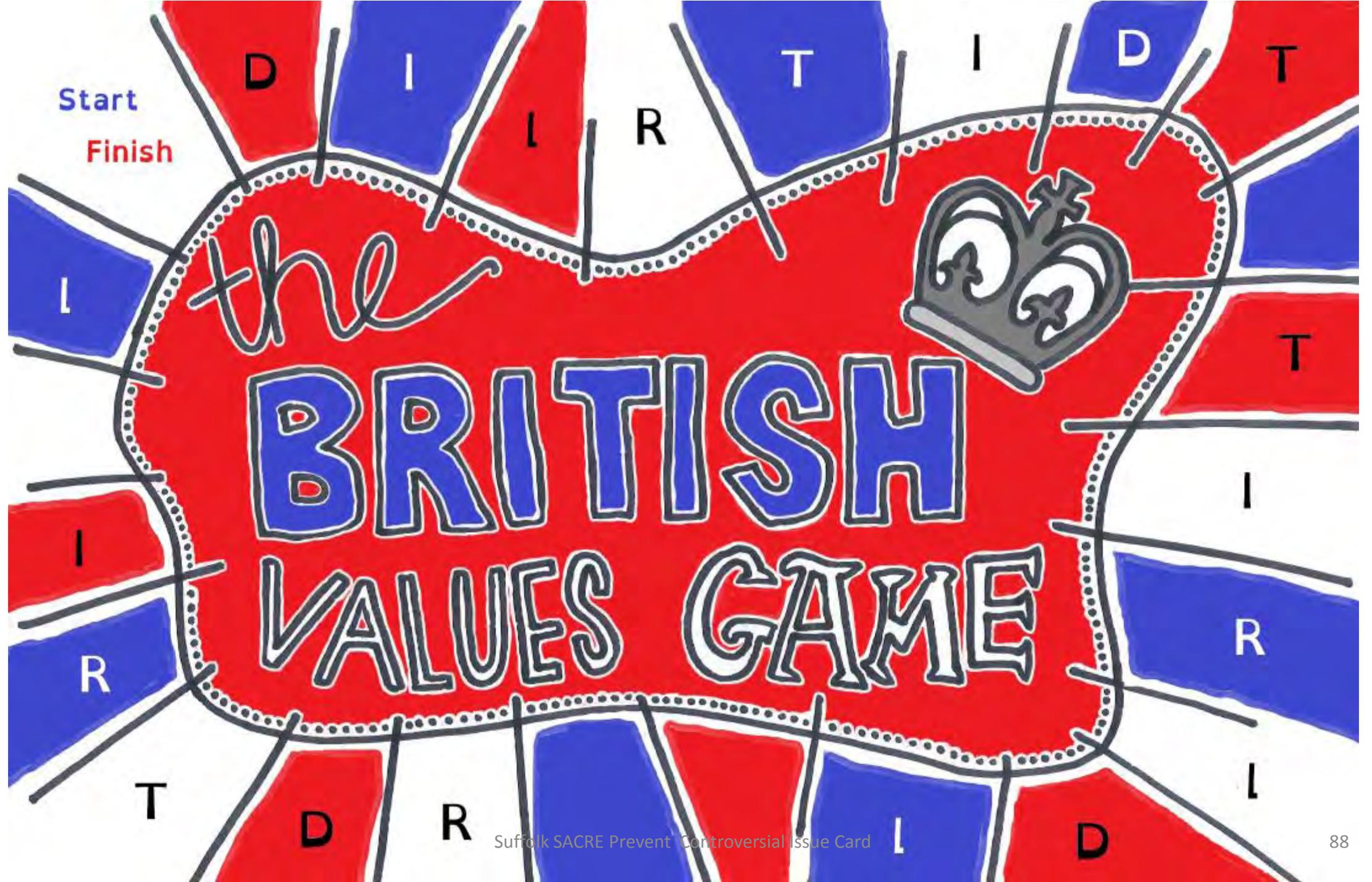
**The Rule
of Law**

**Mutual
Respect**

**Individual
Liberty**

Democracy

**Tolerance of
those with
different
faiths and
beliefs**



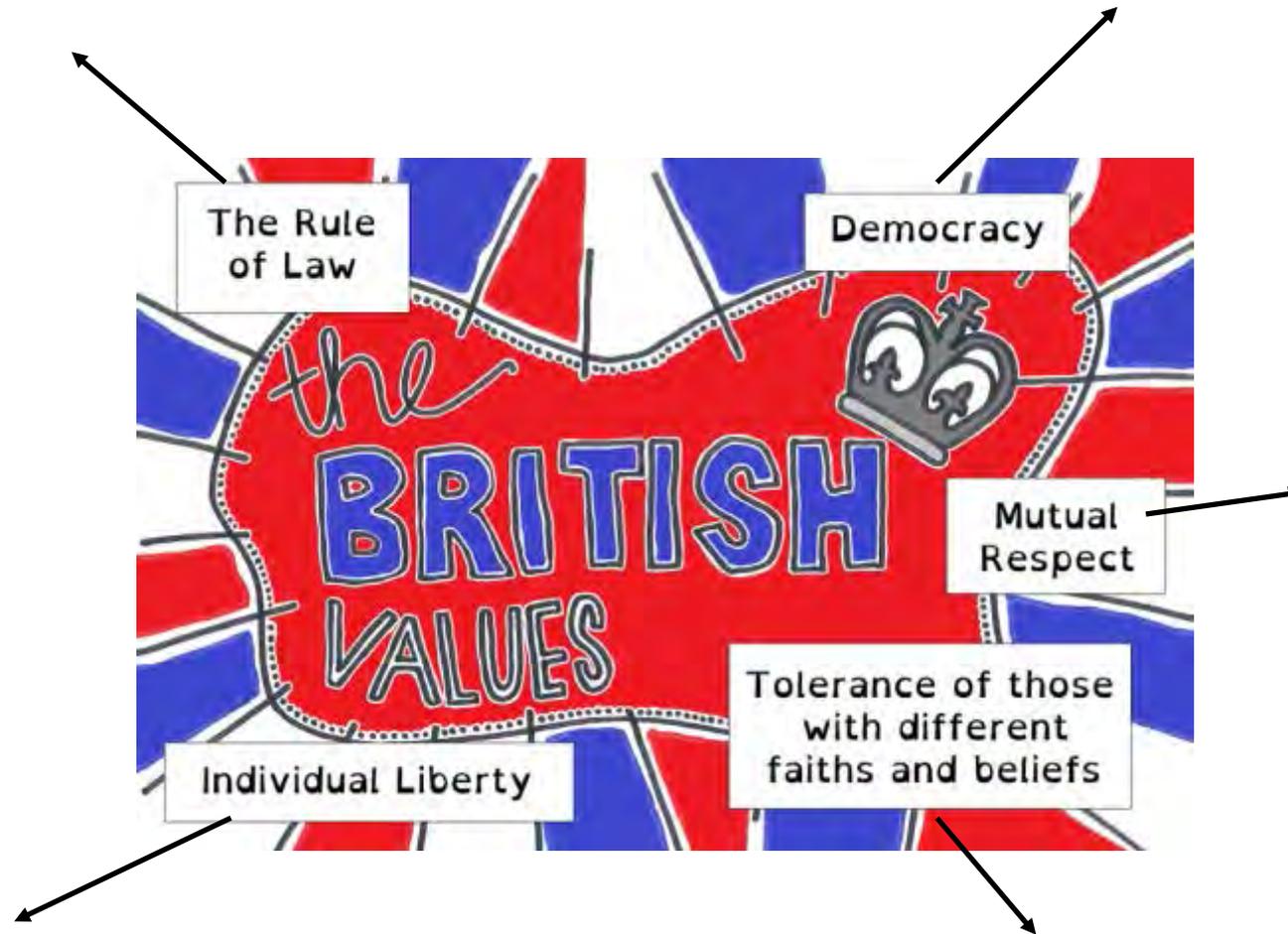
Start
Finish

the
BRITISH
VALUES GAME



What do the British Values mean to me?

Next to each of the British Values, record as many ways as you can in which you live these out. Think about both in and out of school.



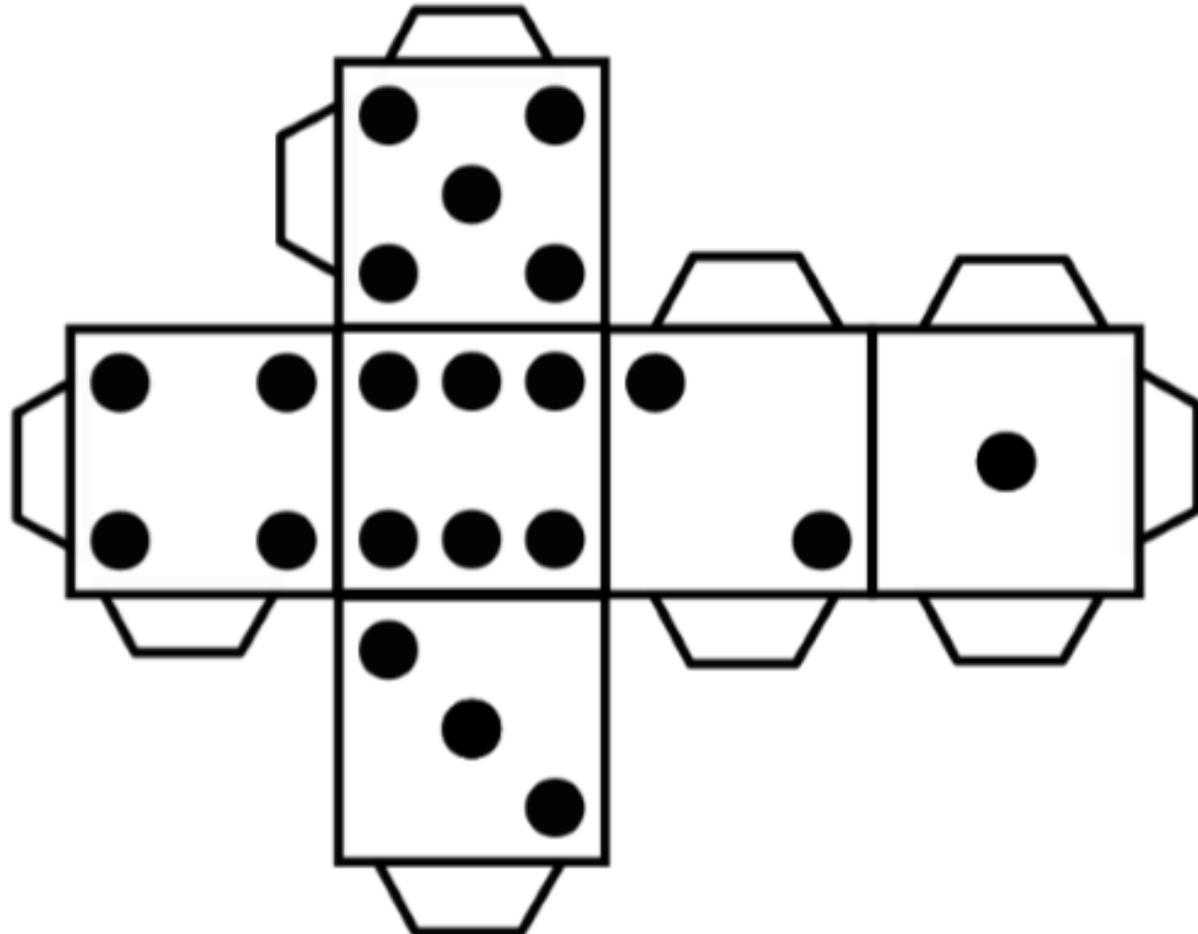
Counters

Any counters can be used for the game for example traditional counters or any small, differing items. Alternatively, the images below could be cut up and used. You may or may not want to laminate them first.



Dice

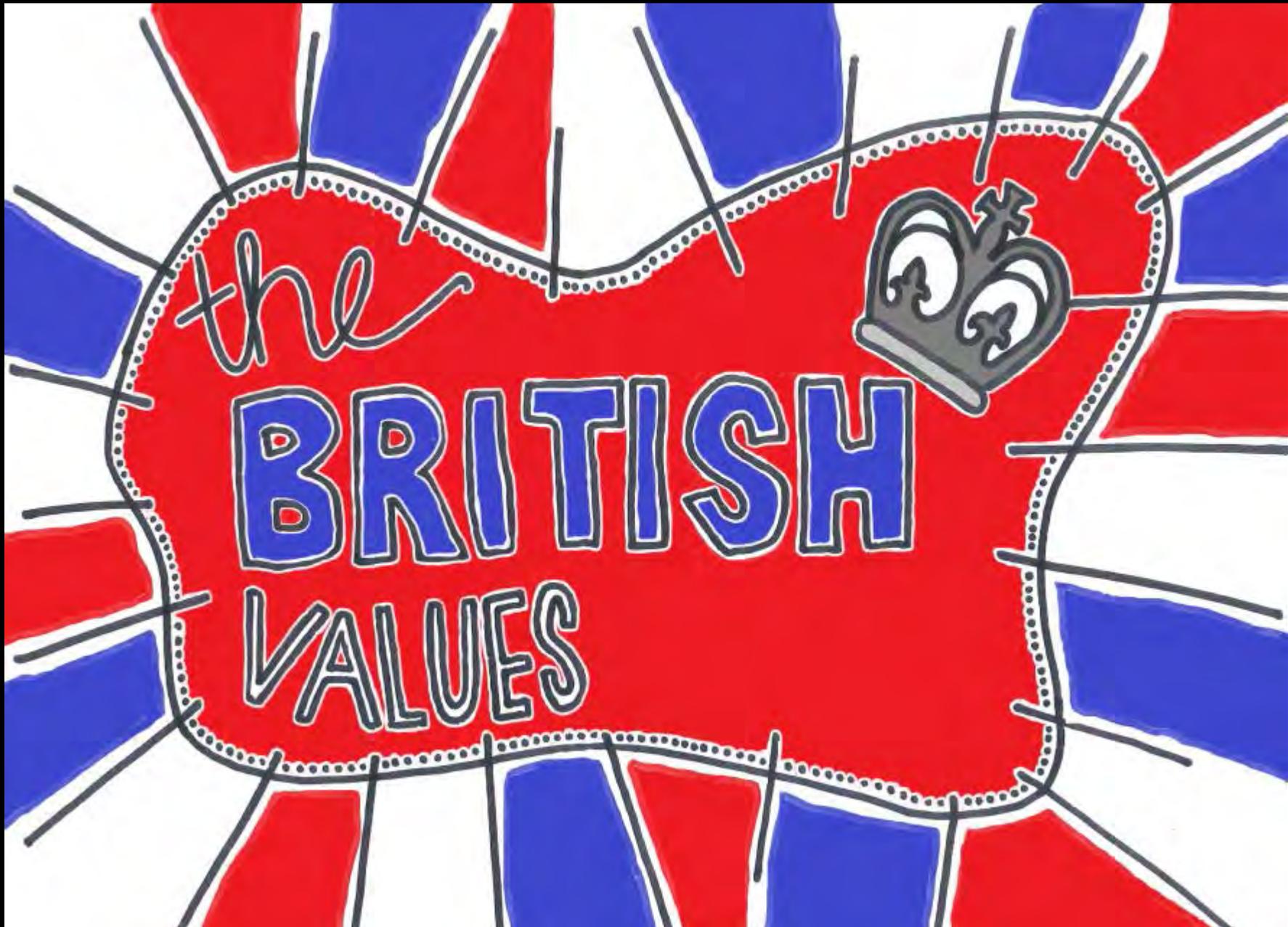
Normal dice can be used, 1 for each group. If none are available, this template can be used to create some.



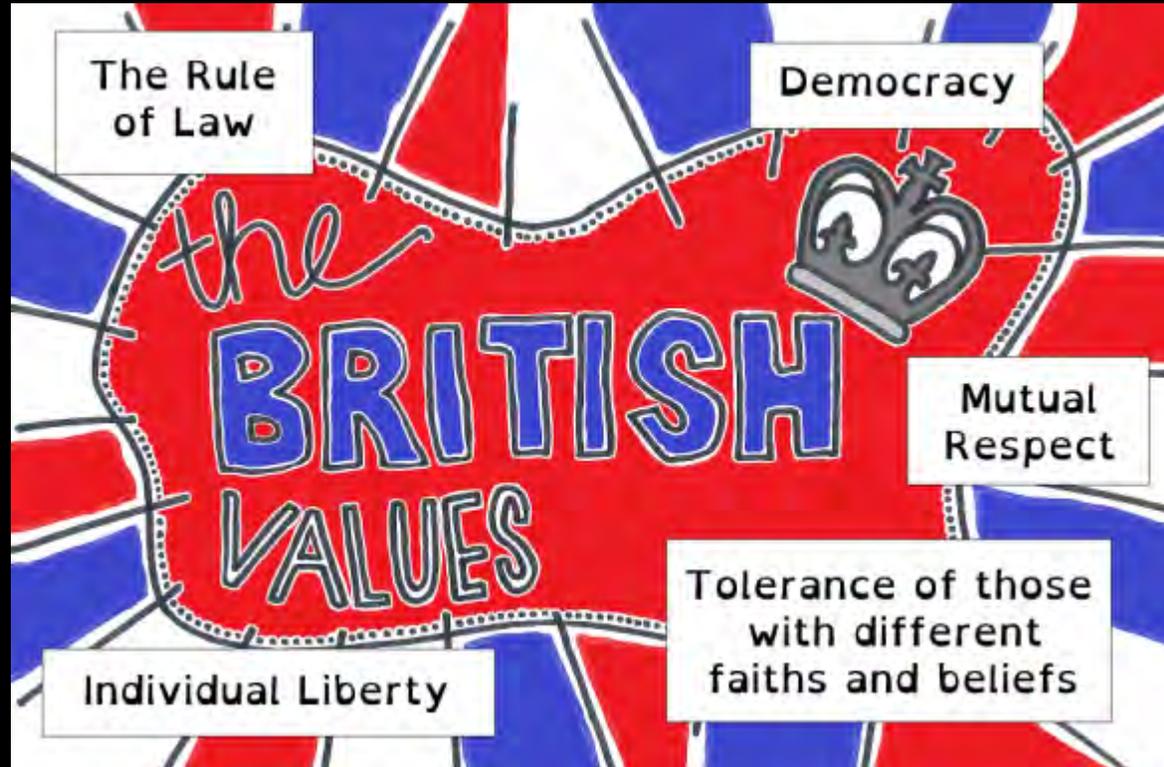
TEACHER PREPARATION

BEFORE THE LESSON:

- **Print out the 'What do the British Values mean to me' worksheet: 1 copy for every student**
- **Prepare the British Values game. Enough copies need to be made for it to be played in groups of 3,4 or 5. Each group needs:**
 - **A game board (May or may not be laminated, A3 size)**
 - **A question card board (May or may not be laminated, A3 size)**
 - **A dice**
 - **Counters (3,4 or 5)**
 - **A pack of question cards (These need to be cut up. The cards for each value could be printed on different colour card, they could be laminated.)**



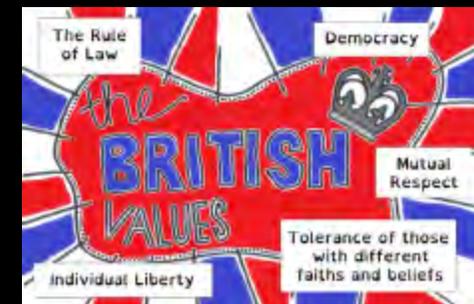
The Department for Education has outlined 5 British Values which summarise what it means **to be British**.



The next few slides explain more about what each of these values are. Read/discuss these and think about **how they fit with your life (in and out of school).**

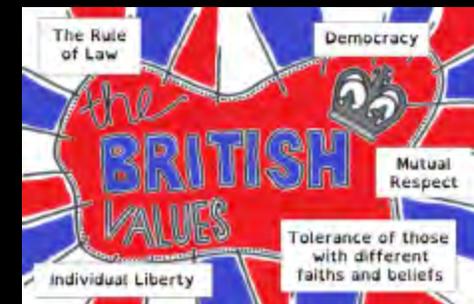
Democracy

- **Britain is a democracy.**
- **This means that when we are 18, we can vote for who makes the laws and decides how the country is run.**
- **It gives us a say in decision making, both locally and nationally.**



Individual Liberty

- In Britain, we have the freedom to live as we choose and to have our own opinions.
- This is as long as we do not break the law.



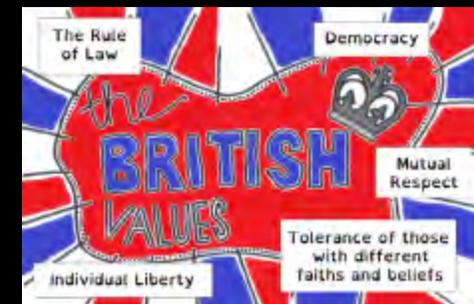
The Rule of Law

- **In Britain we have a police force.**
- **One of their aims is to stop people from breaking the law.**
- **Having a police force and living according to the law, is important to help keep everybody safe.**



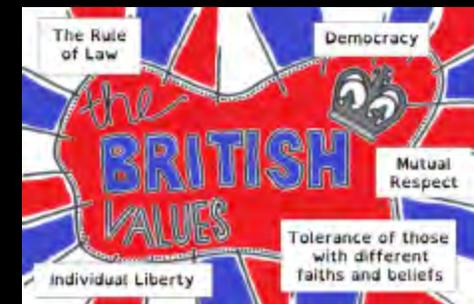
Mutual Respect

- **Respect requires us to treat people well; to observe and understand others. To do this we need to make time for them.**
- **Respect is important across cultures and beliefs. For example many religions follow The Golden Rule: “Treat others as you wish to be treated.”**



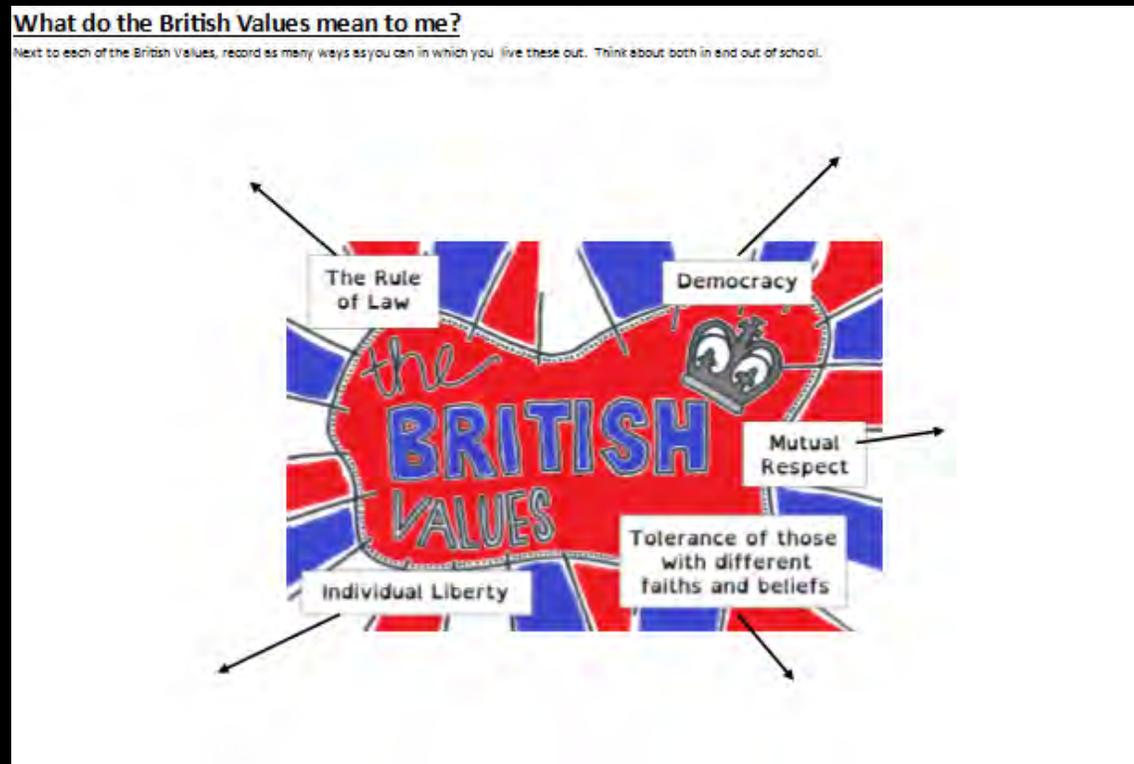
Tolerance of those with different faiths and beliefs

- The U.K. Law allows people to have religious freedom.
- This means that we have to accept that people's views may be different from our own. We accept and tolerate this.



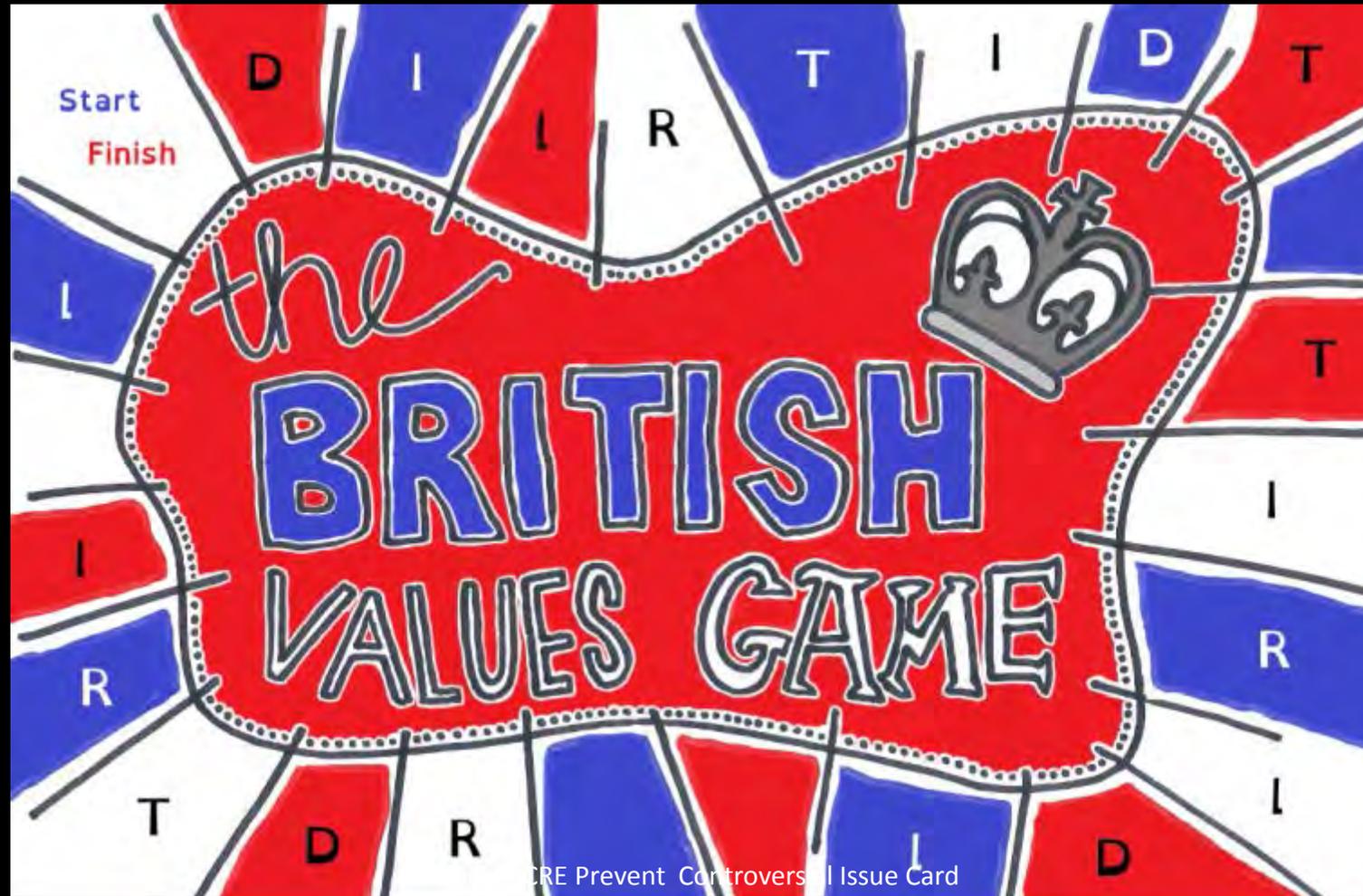
You have studied what **Being British** means according to the British Values. Now try to apply these to your own life. On the sheet, write around the values how you live according to each of them.

e.g. *Democracy: 'I am part of our School Council. I got voted onto this by my peers. When I am 18 I will vote in our country's elections.'*



What are the British Values and what do they mean to you?

Now, play the British Values Game, to help you to understand more about what the Values are and how they apply to your own lives.



TEACHERS:

Setting up The British Values Game

- The class needs to be in groups of 3,4 or 5
- Give each group:
 - A game board
 - A question card board
 - A dice
 - Counters
 - A pack of question cards
 - A sheet to place the question cards on



STUDENTS:

Setting up The British Values Game

- Sit in a group around the game board
- Divide up the question cards into each category and place these in the relevant places on the question board.
- Each player chooses a counter
- Collect a dice.



Play the British Values Game

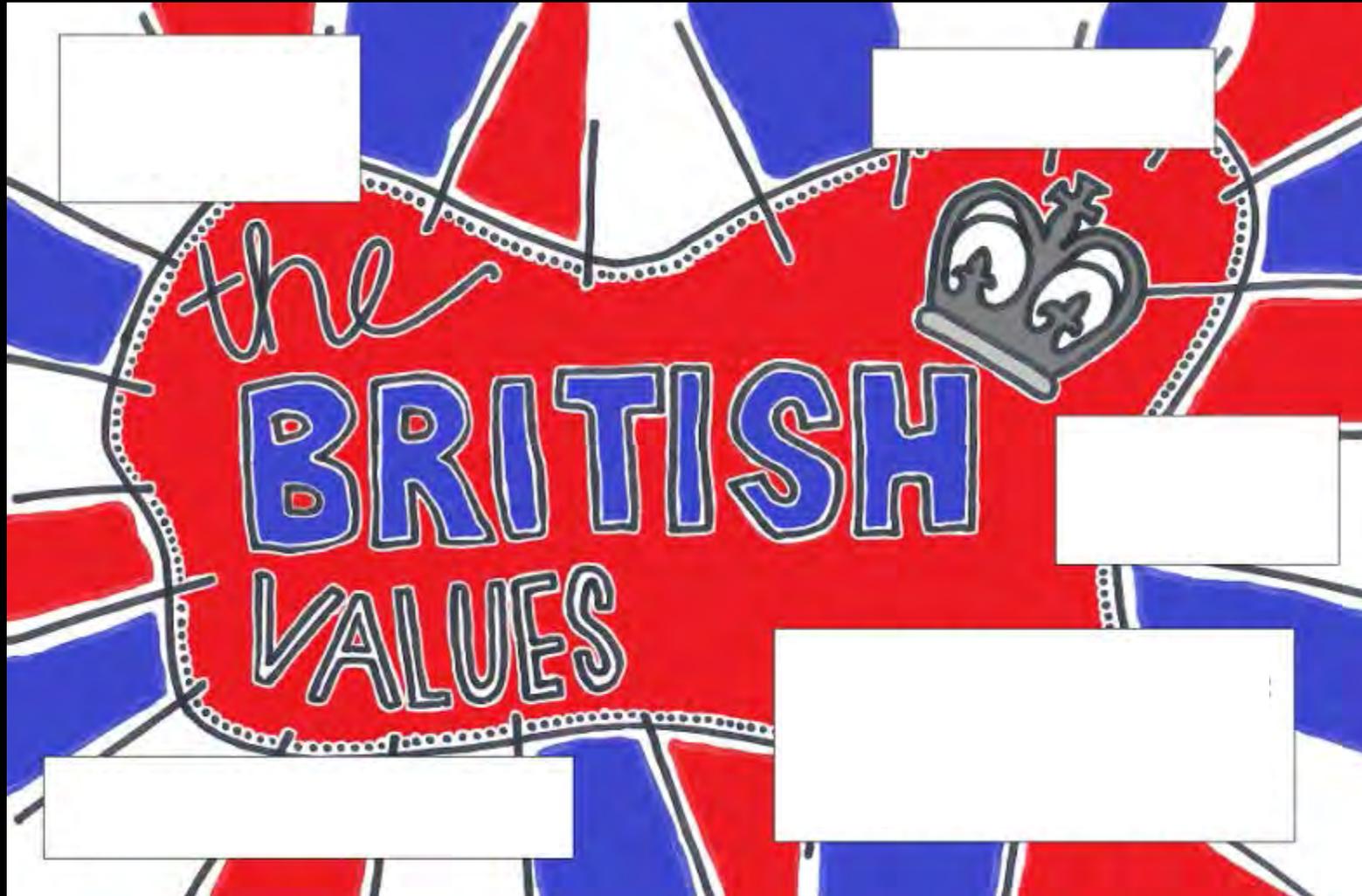


Instructions:

- 1. The person sitting closest to the classroom door goes first.**
- 2. Roll the dice (but don't move your counter yet)**
- 3. If you would land on a letter, the person on your left takes the top card from your pile and asks you the question on it. Some questions have definite answers, others are for you to discuss so there is no right or wrong answer. If you get the question wrong or if you don't answer what it says, you do not move. If you get it right, or give your response to the question well, then you can move forward your counter to that place.**
- 4. If you would land on a blank space, you don't answer a question, but move straight onto that space.**
- 5. Take it in turns to continue in this way. The winner is the first person to reach or cross past the finish line. Your teacher will decide based on time, whether you have to travel round the board once or twice.**

EXTENSION: Discuss: How can you live out any of these values further?

What are the 5 British Values?



If everybody always lived according to these values, how different would our society be?

**To what extent do you think the law is there to help people?
Explain.**

The Rule of Law

According to the U.K. Law, at what age does somebody become an adult?

Answer: 18

The Rule of Law

**Do you think the law is in everybody's best interests?
Explain.**

The Rule of Law

How much can businesses be fined if they don't stop people from smoking in their workplace?

Answer: £2,500 - Accept an answer with £200 of this

The Rule of Law

The Rule of Law

Do you think the U.K. should have the death penalty?

The Rule of Law

What is the age of criminal responsibility in England and Wales?

Answer: 10 (Children between 10 and 17 who commit a crime, can be arrested and taken to court)

The Rule of Law

What can you do to help the police?

The Rule of Law

Is it illegal to have heroin for your own use?

Answer: True. It is a Class A drug so it's illegal to have it for yourself, to give it away or to sell it.

The Rule of Law

The Rule of Law

**Do you think the U.K. law is too strict or not strict enough?
Explain.**

The Rule of Law

**Do you think the U.K. law is fair?
Explain.**

The Rule of Law

**Do you think Britain's police force should have more power?
Explain.**

The Rule of Law

How do you think the U.K. law compares to the law in other countries?

The Rule of Law

The Rule of Law

Do you feel safe living in the U.K? Explain.

The Rule of Law

What would society be like if we didn't have the law? Explain.

The Rule of Law

Do you think anything should be changed about the U.K's law? Explain.

The Rule of Law

Which U.K. laws do you think are the most important?

The Rule of Law

The Rule of Law

Give an example of a choice which you can make in school.

Individual Liberty

If everyone took responsibility for their own actions, do you think no laws would be needed? Explain.

Individual Liberty

**You have the choice to join the extra curricular activities which are offered in school.
Name 2 clubs which are currently offered.**

Individual Liberty

Who do you think has the most freedom?

Individual Liberty

Individual Liberty

Give one way in which school prepares you for life in modern Britain.

Individual Liberty

Can too be much freedom be a bad thing? Explain

Individual Liberty

Name one problem which having too much freedom can bring.

Individual Liberty

Describe what you think complete freedom looks like.

Individual Liberty

Individual Liberty

If we had more freedom, do you think we would have more war? Explain.

Individual Liberty

Do you think freedom brings happiness? Explain.

Individual Liberty

Do you think Britain should do more to help other countries who have less freedom? Explain.

Individual Liberty

Do you think freedom brings success? Explain.

Individual Liberty

Individual Liberty

Do you think you have more freedom than your parents' generation did? Explain?

Individual Liberty

If you have freedom, does it harm others? Explain

Individual Liberty

The Universal Declaration of Human Rights gives us the right to Freedom of Expression. Do you agree we should have this right? Explain

Individual Liberty

Do you think everybody should be free to do anything they want to do? Explain

Individual Liberty

Individual Liberty

**Are there any groups of people who you think deserve respect but do not receive it? Explain.
Can you do anything to change this situation?**

Mutual Respect

Give one way in which you are going to show respect to someone at home today.

Mutual Respect

Do you think it is more important to respect yourself or to respect others? Explain

Mutual Respect

What does Prejudice mean?

Answer: Pre judging someone

Mutual Respect

Mutual Respect

Is it in the U.K. Law that all state schools must have a bullying policy?

Answer: Yes

Mutual Respect

What does Discrimination mean?

Answer: Acting on prejudice

Mutual Respect

Give one way in which you are going to show respect to a teacher today.

Mutual Respect

What does 'Stereotype' mean?

Answer: Making generalisations about a group of people without noticing individual differences

Mutual Respect

Mutual Respect

**Do you think all people
deserve respect? Explain**

Mutual Respect

**What are the benefits of treating
people with respect?**

Mutual Respect

**What do you think schools can do
to encourage people to have
greater respect?**

Mutual Respect

**How important do you think it
is to use manners? Explain.**

Mutual Respect

Mutual Respect

Do you think young people now have more or less respect than previous generations? Explain.

Mutual Respect

Do you have to like someone to respect them? Explain

Mutual Respect

**Eleanor Roosevelt, the Former First Lady, said “No one can make you feel inferior without your consent.”
Do you agree or disagree? Explain.**

Mutual Respect

Do you think a person have to earn respect or do all people deserve it? Explain.

Mutual Respect

Mutual Respect

Freedom of Religion is in the Universal Declaration of Human Rights. True or False?

Answer: True.

Tolerance of those with different faiths and beliefs

The U.K. law does not allow encouraging religious hatred as well as discrimination on the grounds of religion. True or False?

Answer: True

Tolerance of those with different faiths and beliefs

Do you think modern society would tolerate Jesus being alive? Explain

Tolerance of those with different faiths and beliefs

Do you think that as a country, Britain needs to be more tolerant of those of different faiths? Explain.

Tolerance of those with different faiths and beliefs

Tolerance of those with different faiths and beliefs

**Should we tolerate intolerance?
Explain.**

Tolerance of those with different faiths and beliefs

**Did Jesus tolerate everyone?
Explain.**

Tolerance of those with different faiths and beliefs

**The Church of England is England's
State Church. True or False?**

Answer: True.

Tolerance of those with different faiths and beliefs

**Name one consequence of what
could happen if we had less
religious freedom in Britain.**

Tolerance of those with different faiths and beliefs

Tolerance of those with different faiths and beliefs

What do you think we can do to stop religious persecution from rising?

Tolerance of those with different faiths and beliefs

Is it OK to think that one religion is better than another? Explain.

Tolerance of those with different faiths and beliefs

Describe what the world would look like if there was no religion.

Tolerance of those with different faiths and beliefs

Do you think we can ever be 'too' tolerant of those of a different faith to our own? Explain.

Tolerance of those with different faiths and beliefs

Tolerance of those with different faiths and beliefs

What do you think can be done in England to encourage greater co-operation between different faiths?

Tolerance of those with different faiths and beliefs

As a country with religious freedom, do you think we should do more to help those in other countries with less religious freedom? Explain.

Tolerance of those with different faiths and beliefs

Do you think school holidays in the U.K. shouldn't be based around Christian festivals (e.g. Christmas and Easter) so not to offend other religions? Explain.

Tolerance of those with different faiths and beliefs

Do you think that a country can ever get everyone to all follow the one, same religion?

Tolerance of those with different faiths and beliefs

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What is Democracy?

Democracy

**Do you think terrorism can
destroy democracy? Explain**

Democracy

**At what age can you currently vote
in England?**

Answer: 18

Democracy

**If you were able to vote now, who
would you vote for to be Prime
Minister in the U.K?**

Democracy

Democracy

Who is our current Prime Minister?

Answer: David Cameron

Democracy

Do you think it is important to vote? Explain.

Democracy

Where do you see democracy in action at school?

Democracy

Do you think democracy is good for everyone? Explain

Democracy

Democracy

**Are dictators ever good?
Explain**

Democracy

**In society, how much do you feel
that you are listened to? Explain.
Consider what do you do to be
listened to, is what you have to say
worth hearing?**

Democracy

**Can democracy give people too
much power? Explain.**

Democracy

**Do you think there are any groups
of people who should not be able
to vote? Explain**

Democracy

Democracy

What do you think are the main challenges facing democracy today?

Democracy

What do you think can be done to raise the number of people who turn up to vote for elections?

Democracy

What do you think Britain would be like if we did not operate on a system of democracy?

Democracy

What do you think are the qualities of a good Prime Minister?

Democracy

Democracy

Thanks to all of our SACRE members, Suffolk teachers, the 6 hub schools and our Suffolk Council funding partners for making this 'Toolkit' possible.

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SACRE Prevent Partnership

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SACRE

SMSC in schools **supports and encourages dialogue**, rather than closing it down.

Department for Education (DfE)

‘ Good schools will already have been safeguarding children from extremism and promoting fundamental British values long before this duty came into force.

‘It is important to emphasise that the Prevent duty is not intended to stop debating controversial issues... On the contrary, schools should provide a safe space in which children, young people and staff can understand’ the issues raised by the Prevent duty ‘and develop the knowledge and skills to be able to challenge’.

SACRE were tasked to look at **9 ‘controversial’ themes** linked to the Prevent duty that could be raised in the classroom as dialogue or discussion.

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