

Radicalisation and Extremism



- News report

The day after...

- In groups I would like you to carry out the activities on your table.
 - I would like you to act as the students.
 - However, after doing the activity I would also like you to discuss what age range is it for? How could you adapt it for the upper or lower years.
 - Other ideas...

Group 1 – From the video...

- What do you know?
- What do you not know?
- What do people believe?
- Questions

Group 2

- What do these words have in common
Guy Fawkes, IRA, experts, severe, Mother of Parliaments.

Group 3

- On you own write your own definition of terrorism.
- In your group compare your definitions and come up with one you all agree on.
- Will terrorism be around forever?

Group 4

Yesterdays events revealed the best about Britain's authorities says Jonathan Freedland, in the Guardian?

How has Britain been kept safe for a decade?

Explain these 2 quotes using research and discussion

GROUP 5

YOU DECIDE.... (DISCUSSION)

Did yesterday's attack frighten you?

Now...

When reporting breaking news, what is more important: speed or accuracy?

Hints

- Frame your knowledge around the student's prior knowledge.
- Reassure and let them know they are safe
- Accept their feelings and explain that anxiety and worry are normal emotions
- Be a positive role model and show them a proportional response. Encourage knowledge, research and avoid speculation
- Sensitively challenge any discriminatory views students may have picked up.
- Avoid adjectives like “chilling” and “terrifying”

British

values

Tolerance of different cultures and religions

Talked pointing to God

Rule of Law

Pointing

Mutual Respect

Writing finger

Democracy

Thumbs up to down

Individual Liberty

Little one - me



British Values

British Values

- Schools are not only required to show how they respect these values but also to have a clear strategy for embedding them and demonstrate how their work with students has been effective in doing so. The aim is to improve and strengthen
 - safeguarding
 - student welfare
 - standards of SMSC development of students, and
 - barriers to radicalisation

How can this be seen...

- The ethos and values of the school
- The curriculum
- Other activities (assemblies, collective worship)
- Opportunities for students to take part in artistic, sporting, dramatic, musical, cultural, scientific and technological events
- International events and links

Promoting British Values. What must be taught?

- Enable students to develop their self-knowledge, self-esteem and self confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to the society more widely.