

# UNIVERSAL VALUES

Responding holistically to  
the requirement to  
promote Fundamental  
British Values





# Preface

"Values are like fingerprints, nobody's are the same, but you leave 'em all over everything you do."

## Elvis Presley

Welcome to the second edition of Universal Values. The first was created in in 2015 in order to support settings to effectively meet the requirement to promote Fundamental British Values while avoiding the pitfalls that some settings were falling into, endangering their cohesion and inclusivity.

The original resource was made possible thanks to funding from the NASUWT and EqualiTeach is grateful to the union for enabling the production of the resource and for remaining committed to supporting schools and colleges to undertake effective values education.

Universal Values is now over two years old. We have received feedback from large numbers of teachers and educators, who have found it supportive and useful, but who have also provided suggestions, which have allowed us to update, and further develop the second edition.

### **The main changes that have taken place are outlined below:**

- The original resource was divided into two parts. We have combined these into one, so that educators can find all the activities and approaches in the same place
- We have created a dedicated page at [www.equaliteach.co.uk/universal-values](http://www.equaliteach.co.uk/universal-values), where accompanying PowerPoints and suggested plans of work can be found, to support delivery of the work
- We have expanded the activities aimed at children in EYFS and KS1 after trialling them at events across the country
- We have improved the worksheets and activity resources to make them easier to print and use
- We have updated the facts and figures and links to guidance to make it 2018 ready

We hope that you find the new resource even more accessible and useful. We are always very grateful for feedback and suggestions. If you have feedback on this edition, please do share it with us at [enquiries@equaliteach.co.uk](mailto:enquiries@equaliteach.co.uk)

Kind regards



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# Introduction

This guidance has been produced by EqualTeach CIC in partnership with the NASUWT with the aim of equipping schools to respond in a cohesive fashion to the requirement to actively promote Fundamental British Values.

The aims of this resource are to:

- Outline the requirements which have been placed on schools with regards to promoting Fundamental British Values
- Provide an understanding of Ofsted's expectations when inspecting on this requirement
- Impart techniques to support teachers to undertake conversations with young people about controversial issues
- Share good practice approaches and activities to support teachers to undertake values education
- Support schools in implementing an effective whole school approach to promoting British Values as part of Spiritual, Moral, Social and Cultural (SMSC) development
- Provide links to further sources of information and support

This resource demonstrates how the promotion of Fundamental British Values can be carried out holistically throughout the school's practice, as well as providing activities and resources to support teachers in bolstering their citizenship work with pupils.



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With thanks to: Bill Bolloten, Shenaz Bunqlawala, Jennifer Moses and Robin Richardson

# Why Universal Values?

In July 2014 it was announced that a new requirement for schools to **'actively promote Fundamental British Values'** was being introduced and that all schools would need to have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so.

The introduction of this new requirement has not been without concern. There is a fear that the term 'British Values' implies that these are values that are unique to Britain, which could foster alienation and division, implying that Britain is somehow better and more civilised than other countries. The requirement has also sometimes been misinterpreted as an instruction to promote stereotypical ideas of what it means to be British or to celebrate Britain's imperial past.

**Fundamental British Values are defined as: democracy, individual liberty, rule of law, and mutual respect and tolerance of those with different faiths and beliefs.** It is considered that they are values that are important for people to hold if they live in Britain today, and it has been suggested that this is the reason that the term 'British Values' was chosen.

However, these values are certainly not unique to Britain. All of these values underpin the **Universal Declaration of Human Rights**, and in accordance with this, we have chosen to refer to them as Universal Values in this resource. Indeed, 193 countries are members of the United Nations, which has adopted the declaration. Rethinking the values in this way prevents any conflation between British stereotypes and history, and values education, and helps us to consider this duty in an inclusive fashion.

The approaches outlined in this resource are designed to help schools implement the requirement in a cohesive fashion. Whilst promoting these values is not explicitly about Britishness, giving young people the opportunity to explore, understand and celebrate their own personal and social identity and the identities of others can be really valuable. In undertaking this work, pupils can recognise that we all have multiple layers to our identities and that there is not just one way to be British, which can support pupils to express their own, individual identity and help pupils to develop mutual respect and tolerance of those with different faiths and beliefs.

The requirement to promote Fundamental British Values links with the new statutory duty on schools to demonstrate **"due regard to the need to prevent people from being drawn into terrorism"**, referred to here as the **Prevent duty**. There are concerns that the Prevent duty will close down conversations about controversial issues, create division between pupils, and lead to Muslim children in particular being viewed with suspicion. The cumulative effect could be to make pupils feel unwelcome and isolated in the very establishments that should be nurturing and building their confidence.

Therefore, it is clear that these duties must be navigated with care by schools. Schools need to be able to create safe spaces where pupils can interrogate complex issues of citizenship, equality and belonging. Young people will inevitably toy with different ideas as they try to find their position in the world. Schools need to be able to support pupils to become critical thinkers, to understand propaganda and persuasion techniques, and develop knowledge and skills to allow them to reject stereotypes, prejudice and hate.

Much of the existing good practice already happening in schools to promote pupils' spiritual, moral, social and cultural development, including work on citizenship and community cohesion, anti-bullying work and in work undertaken to advance equality of opportunity and foster good relations, will support schools to meet these new requirements. Undertaking constructive values education does not just act as a preventative measure against radicalisation and extremism, but is a vital part of preparing young people to get on in life, creating critical thinkers and active citizens who respect others and challenge prejudice and discrimination. This resource will equip schools to bolster and build upon their existing good practice and ensure that the requirement to promote Fundamental British Values is implemented in a way that fosters cohesion, understanding and belonging.



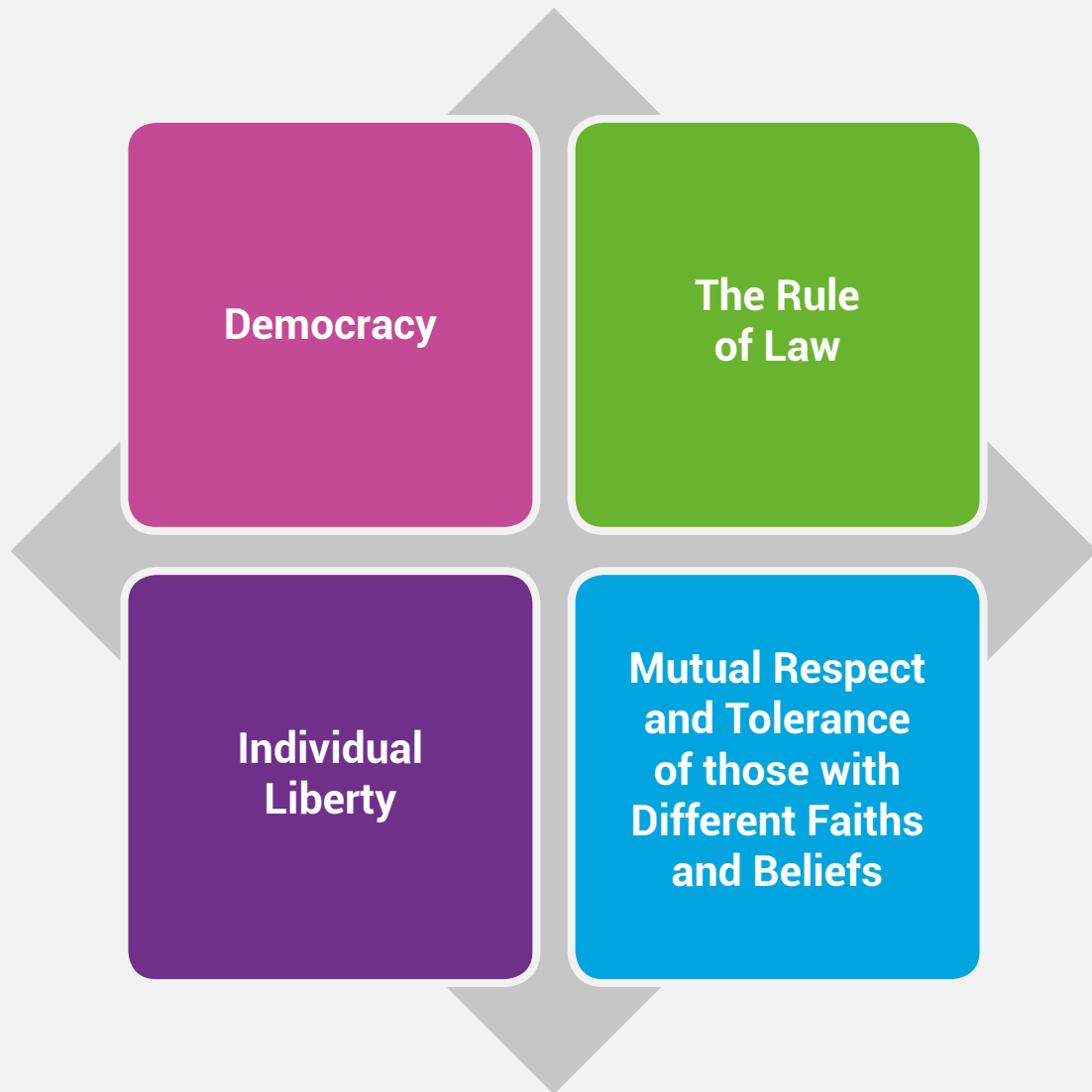
# The Legislative Framework

## Spiritual, Moral, Social and Cultural Development (SMSC) and Fundamental British Values

Section 78 of the Education Act 2002 requires maintained schools to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

Since 2014 schools have been required to promote Fundamental British Values as part of SMSC.

**Fundamental British values are defined as:**



The Department for Education has produced guidance for maintained and independent schools:

- Department for Education (2014), Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools: <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>
- Department for Education (2014), Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information - Departmental advice for independent schools, academies and free schools: <https://www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independent-schools>



# The Prevent Duty

Section 26 of the Counter Terrorism and Security Act 2015 has imposed a duty on schools to demonstrate "due regard to the need to prevent people from being drawn into terrorism."

This duty is known as the Prevent duty.

The Home Office and Department for Education have both produced guidance for schools as to what this due regard should look like.

- HM Government (2015) Prevent Duty Guidance: for England and Wales <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Department for Education (2015) The Prevent duty. Departmental advice for schools and childcare providers <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The guidance states that work with young people should take place under the existing duties to promote spiritual, moral, social and cultural development and community cohesion as well as being embedded in the curriculum.

## Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of maintained schools to promote community cohesion.

Community cohesion is defined as work that ensures that

"all pupils understand and appreciate others from different backgrounds with a sense of shared values, fulfilling their potential and feeling part of a community, at a local, national and international level."

Ofsted no longer makes a specific inspection judgement on community cohesion, but it remains a statutory duty for schools, and is stated as one of the avenues through which schools' can meet their Prevent duty in the Home Office statutory guidance.

The DCSF's non-statutory guidance on community cohesion is still available:

Department of Children, Schools and Families (2007) Guidance on the duty to promote community cohesion - <http://webarchive.nationalarchives.gov.uk/20130321054751/https://www.education.gov.uk/publications/eOrderingDownload/DCSF-00598-2007.pdf>

## The Public Sector Equality Duty

Section 149 of The Equality Act 2010 states that all public bodies, including schools, are required to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

It is important that the school is mindful of its duties with regards to promoting equality and community cohesion when considering its approach to Prevent and Fundamental British Values. All work undertaken to meet these requirements should be undertaken in an inclusive fashion and strengthen, not undermine the school's commitment to equality.

A new Common Inspection Framework was issued in September 2019. The school inspection handbook (available here: <https://www.gov.uk/government/publications/school-inspection-handbook-eif>) states that in considering the school's overall effectiveness, inspectors must evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development and sets out the evidence that inspectors will be looking for in each of the four areas.

Values education is explicitly mentioned in the inspection of personal development of learners. This is outlined below:

**Inspectors will be evaluating the extent to which:**

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by:
  - equipping them to be responsible, respectful, active citizens who contribute positively to society
  - developing their understanding of fundamental British values
  - developing their understanding and appreciation of diversity
  - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

**Inspectors will use a range of evidence to evaluate personal development, including:**

- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils' personal development
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how well leaders develop pupils' character through the education that they provide
- where appropriate, the quality of debate and discussions that pupils have pupils' understanding of the protected characteristics and how equality and diversity are promoted

# Working with Values: A Whole School Approach

Values provide a framework upon which our attitudes, opinions and actions are built. Effective schools already set out their core values and place a strong emphasis on these when outlining their expectations of staff, pupils, parents and carers, and visitors. Research has demonstrated that schools which have a clear set of inclusive values which run through their policies and practices, and which staff and pupils are able to articulate, have improved behaviour and safety and reduced unacceptable behaviours, such as violence and bullying (Ofsted, 2012).

Some have argued that the values selected by the government are too narrowly focussed and omit other important concepts such as equality and fairness. Schools do not need to change their core values so that they only incorporate the four Fundamental British Values. Other key values such as fairness, trust, responsibility, honesty and citizenship are seen as central by many schools to their work to build a cohesive school community and supporting young people's growth and development as active citizens. Many of these values compliment those set out by the government and work undertaken to foster these will support schools in meeting their duties with regards to promoting Fundamental British Values.

It is important that the values are demonstrated through the ethos and life of the school and not seen as a tick box exercise. Therefore, schools need to take a holistic approach, where possible, rather than developing a separate curriculum strand around Fundamental British Values. By reviewing existing schemes of work, it will be possible to highlight topics which broadly reflect the values and look for areas which can be further developed.

## **Areas where values education can be embedded:**

- School values and ethos
- Curriculum: English, History, Geography, RE, Citizenship, PSHE
- Assemblies
- Extra-curricular activities, visitors to school and school trips
- Displays
- Communications with parents and carers
- Anti-bullying and equality initiatives

It may be useful to appoint a person from the senior leadership team to be the lead on Fundamental British Values and SMSC, to ensure that this provision is embedded throughout the school and to measure the impact of this work.

Schools have a statutory duty to publish their values and ethos on their website. However, there is no statutory duty to publish a British Values statement and a standard statement on British Values which is not tailored to the needs of the school will do little to demonstrate the school's commitment to this work.

A better approach is to ensure that the school has an up to date values and ethos statement, and links this to their work which promotes SMSC development, including promoting Fundamental British Values. Some good practice examples of how schools have showcased their work in this area are available here:

<https://schoolleaders.thekeysupport.com/sample-articles/promoting-british-values-in-the-curriculum>

A model policy statement on the teaching of values is available here:

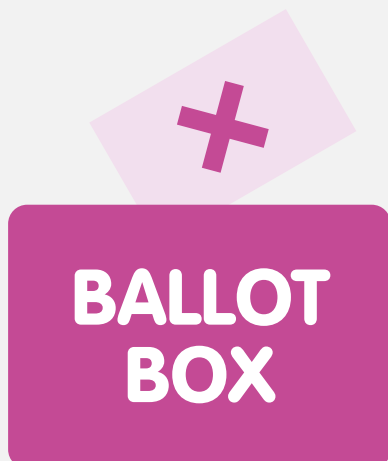
{<http://www.insted.co.uk/values.pdf>}

# Embedding Values

Here are some examples of where these values can be embedded throughout school practice.

## Democracy

- Invite children in Early Years to consider the kind of choices that they are able to make each day, and the consequences of these choices
- Participate in the UNICEF Rights Respecting School Award programme:  
<http://www.unicef.org.uk/rights-respecting-schools/>
- Invite young people to democratically elect a school council
- Ask parents and young people to complete a biannual questionnaire and use the comments to make improvements to the school
- Ask young people to nominate young people to receive an excellence certificate
- Ask young people to contribute to the drawing up of their class charter
- Invite young people to democratically elect House and Form Captains
- Ensure young people work together as small groups in class, each deciding who should take the lead within that group
- Ask children to share their views on what the theme of the role play area could be
- Instigate activities that involved turn-taking, sharing and collaboration
- Engage with local councillors and MPs to learn more about local democracy, elections and their role





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## Rule of Law

- Ask children in Early Years what can be done in their classroom to ensure that everyone is enjoying their right to be 1) safe, 2) to be happy, 3) to learn
- Reinforce the importance of school, class and country laws, as well as rules when dealing with behaviour
- Invite visitors from local police to reinforce young people' understanding of the responsibilities held by various professions
- Create and reinforce golden rules, playground rules and safety rules within the school
- Ensure that marking and feedback, as well as homework policies, set clear boundaries which are explained clearly to young people
- Ensure a consistently applied Behaviour Policy is shared with the young people and visible in all areas of the school
- Create trained buddies, who operate on the playground to support young people
- Recognise young people who are modelling behaviour consistent with the school's high expectations and ensure that they are seen as role models to others
- Ensure that young people understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong
- Collaborate with young people to create the rules and codes of behaviour and ensure that all young people understand rules apply to everyone
- Visit local law courts to learn how they work, or arrange a visit from a magistrate
- Use Crown Prosecution Service resources to enable young people to learn about the criminal justice system



## Individual Liberty

- Invite children in your Early Years classroom to share their interests with the group, for example their favourite toys, favourite games, and favourite foods. Every time a student shares a personal interest, celebrate together! Clap and say 'yay!' Explain that we all have different interests and things that make us happy, and that it is a really positive thing
- Picture books *Something Else* (Kathryn Cave & Chris Riddell) and *Introducing Teddy* (Jessica Walton) tell stories about the importance of being yourself and making independent choices
- Deliver e-safety and PSHE lessons
- Carry out work about human rights and explore what these mean for the young people
- Teach young people the importance of speaking up about their problems and sharing them with a trusted adult
- Create opportunities for young people to take on areas of responsibility within the school
- Take time and care to get to know each pupil as an individual
- Use weekly circle time sessions to give young people a chance to share their feelings and opinions in a safe way
- Make extra-curricular clubs and opportunities available for young people
- Increasingly afford freedoms and responsibilities to young people as they move up the school
- Provide opportunities for young people to develop their self-knowledge and self-confidence in their own abilities
- Provide opportunities for young people to explore the language of feelings and responsibility, reflect on their differences and understand that people are free to have different opinions, for example, discuss with the young people their feelings about transferring into year one
- Develop young people's debating skills to enable them to express different points of view as well as respecting the opinions of others



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## **Mutual Respect and Tolerance of those with different Faiths and Beliefs**

- Organise a show and tell in your Early Years setting for students (or their parents!) to bring in a religious piece of clothing or object that is special to them. Talk about what it is, why they like it, and how they feel when they wear or use it
- Hold an annual Anti-Bullying Week, during which young people are taught to value differences in others and themselves and to respect others
- Ensure that a consistent behaviour policy is in place and that young people take responsibility, with support when needed, to resolve conflict and repair relationships
- Celebrate events such as Black History Month, LGBT History Month, Disability History Month, Islamophobia Awareness Month and Refugee Week
- Deal with incidents between young people immediately through the school's behaviour policy and ensure that parents/carers are contacted
- Encourage young people and their families to support various charities each year. Ensure that young people learn about the hardships that others may be suffering both in this country and around the world
- Take time to talk to young people about acceptable and unacceptable behaviour, and how to treat people well
- Ensure that the RE syllabus is followed, meaning that young people learn about all of the religions of the world
- Audit the resources in classrooms regularly to ensure that they reflect our multicultural society
- Talk about and challenge stereotypes
- Ensure that assemblies contribute to the knowledge of special occasions
- Ensure information about how religious events are celebrated at home is shared between young people and their families and the school
- Organise trips and visits to different places of worship
- Organise talks from religious leaders
- Create an ethos of inclusivity where everyone feels accepted and young people are engaged with the wider community
- Take time to ensure young people understand and appreciate similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions



# Teaching Values

Values are highly personal and core to our understanding of the world. Therefore, values cannot be imposed externally. Teaching about values requires a participatory approach in partnership with the learner, which involves discussion and the questioning of values and evidence in order for the learner to come to their own, evidence-based conclusions.

Sometimes there can be a fear of engaging with controversial issues in the classroom due to worries about 'opening up a can of worms'. There can be a concern that by talking about an issue we might make the situation worse or introduce negative attitudes where they didn't previously exist. However, it is important to recognise that children and young people do not exist in a bubble. Today, more than ever before young people are bombarded by messages from social and traditional media, family, and friends, which can leave them vulnerable to picking up stereotypes, misinformation and prejudicial views.

**Therefore, young people need to be afforded the opportunity to discuss these issues in a safe and supportive environment, in order to interrogate their opinions, engage with counter narratives and ensure that their opinions are based on sound evidence.**



## What makes for good values education?

Equipping learners with the knowledge and skills to learn independently

Enabling learners to question values

Enabling learners to question evidence and think critically

Values negotiated with the learner

Education is democratic, fostering a partnership between teacher and learners, and seeking their assent



## What needs to be avoided when carrying out values education?

Conditioning learners

Imposing values

Evidence is ignored or distorted

Values determined by the government/teacher

Education is autocratic and imposing, avoiding or assuming assent from learners



# Starting Points

## Know your perspective

Everyone brings a set of cultural norms and practices to the classroom which affects their attitudes and behaviour. We all have prejudice which comes from a variety of sources. Many of these prejudices are so deep they are often sub-conscious.

Before conducting education on an issue, it is important to consider our own biases and knowledge base on the issue. How do I know what I know? What sources have I used? What value judgements am I bringing to the discussion?



## Engage with the local community

Working in partnership with local community and religious groups can bolster work in this area, bringing in additional viewpoints and expertise, and highlighting issues that the pupils are facing, which may not have been considered by the school leaders and teachers.

Be open and transparent with parents and carers:

- Share the topics that are being discussed so that they can continue conversations at home.
- Allow them the opportunity to come and speak to you about questions and concerns that they have about the materials used.
- Harness their experience and expertise.

## Provide pupils with a platform

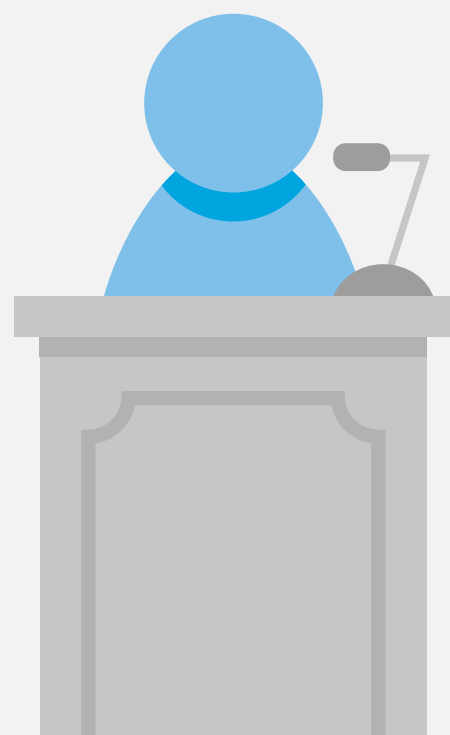
Schools have a statutory duty to promote pupil voice and listen to and involve pupils in matters which affect them and in decision-making in the school (Section 176, The Education Act 2002).

In order to know where to pitch a programme of work, it is important to find out what pupils already believe, what misinformation they may be carrying, and their questions and concerns about issues. There are many different ways in which to do this. For example: utilising online questionnaires, providing a box into which young people can post questions, or post-it notes completed anonymously at the start of a lesson.

Collecting young people's thoughts and questions in this way affords young people the opportunity to have their voices heard, allows schools to develop a body of work which is pitched at the right level, and helps young people to feel engaged in the programme of work from the beginning.

This information can also provide a baseline assessment and pupils can be consulted again after the work has taken place in order to measure the impact of interventions.

Statutory guidance from the DfE on listening to and involving young people is available here: [www.gov.uk/government/publications/listening-to-and-involving-children-and-young-people](http://www.gov.uk/government/publications/listening-to-and-involving-children-and-young-people)



# Create a safe space

Sometimes, discussions about controversial issues might arise naturally in a classroom or be required as part of the curriculum. A controversial issue is one in which:

- the subject is topical
- there are conflicts of value and interest
- there may be disputed claims about underlying facts
- the issue is complex with no easy answers
- strong feelings are aroused
- it may create divisions between people, engendering suspicion and distrust

(Kerr and Huddleston, 2015 and Claire and Holden, 2007)

Before any work on controversial issues is undertaken, it is important to create a safe space within which conversations can take place. If openness is to be encouraged, it is important that young people are not worried that they will be laughed at or penalised for expressing their opinion on an issue. It is important that the debate is not dominated by one or two students. In addition, if young people feel attacked or shouted down, they may feel unable to contribute and it could lead to a breakdown in relationships within the classroom.

It is therefore vital to create a safe space at the start of the session within which all pupils feel respected and able to take part. This can be done through the collaborative creation of ground rules. Some suggested rules are included below:

**Be open and honest:** We don't want anyone to feel that they can't ask their question or express their opinion. Therefore, we will not laugh at others' opinions, or shout each other down.

**Respect the feelings of others:** We will think about the impact of our words and body language on others and try to express our opinions in a respectful fashion. We will listen to the opinions of others, even if they are different to our own. Use language that won't upset or offend others. If you're unsure what language to use, ask your teacher.

**Direct challenges to the front of the room, not at each other:** It is fine to disagree and challenge each other's ideas. However, if we do disagree with something that someone else says we will direct our challenge to the front of the room, so that person does not feel attacked and the whole class remains involved in the conversation.

**Depersonalise comments:** It is fine to talk about your experiences with other people, but ensure that you do not name those involved or disclose details that could identify those involved.

If the issue being discussed has the potential to raise strong emotions amongst students, it can be a good idea to create a space where pupils can choose to go for some time out if they become upset or uncomfortable during the session. If this information is shared with pupils before the discussion begins they can take the decision as to whether they need this space, rather than the teacher needing to decide upon a course of action once an issue has arisen. It is important for teachers to explain the limits of confidentiality with pupils.



## Further Resources:

- Association of Citizenship Teaching (2015) The Prevent Duty and teaching controversial issues: creating a curriculum response through citizenship. Guide for Teachers:  
<https://www.teachingcitizenship.org.uk/resource/prevent-duty-and-controversial-issues-creating-curriculum-response-through-citizenship>
- UNESCO (2016) Teacher's Guide on the Prevent of Violent Extremism:  
<http://unesdoc.unesco.org/images/0024/002446/244676e.pdf>

# Effectively Challenging Negative Opinions to Create Positive Changes

When we are conducting conversations on controversial issues, there is a likelihood that some young people may express stereotypes, prejudice and other damaging opinions. It is important that these are challenged effectively, so that the young person who has expressed the opinion and the other students in the room have the opportunity to reflect upon what has been said. Challenges should not be confrontational, but encourage young people to question their opinions.

Some guiding principles are outlined below:

## **Empathise with how the young person is feeling:**

It is important to understand and engage with the underlying anxieties that the young person may have which are being expressed through a prejudicial or damaging opinion. They may have picked up fears from the media, or from family and peers. Let the pupil know that you understand why they might be feeling this way and try to address their underlying issues. Just dismissing their concerns, instead of understanding why a person may feel concerned, has the potential to create bitterness, and a feeling that they have not been listened to, and to reinforce their prejudice and fear.

## **It is fine to admit that you don't know the answer to a question:**

Admitting that you are unsure of the answer to a question is a much more positive approach to teaching and learning than imparting information which is inaccurate or only part of the answer. Leaving a question unanswered in order to research the answer and impart accurate information at a later date is good practice as long as the question is not forgotten about completely. You could also research the answer with the young people present. Researching answers together not only ensures that young people are receiving accurate information but also teaches young people the value of research and how to research for information in a safe and effective way.

## **Where possible, it is important that negative opinions expressed in a whole class discussion are challenged in front of the whole class:**

It can sometimes be tempting to take the pupil to one side to talk to them, so as not to cause a scene, however, an opinion voiced by a pupil should be seen as a learning opportunity for all pupils, so that everyone understands that there is an alternative perspective that needs considering. The safe space has enabled that pupil to voice their opinion, so taking them to one side to talk to them about it may feel like a punishment for the pupil and close down any further contributions from them. The discussion should not centre around the pupil who expressed the opinion, but on the opinion itself.

**Challenge the view, rather than the person:**

Labelling someone as, for example, 'a racist', has the potential to inflame the situation and is not a helpful approach. It is important that the focus is on the view that has been voiced, that the pupil is encouraged to question their opinion.

**Provide pupils with an opportunity to research the facts behind their viewpoint:**

Supporting someone to research the facts behind their viewpoint helps them to understand the importance of making sure that our opinions are underpinned by facts and how research can play an important role in this.

**Use reasoning and enquiry questions, to help the pupil question their viewpoint:**

Asking questions enables the pupil to question the basis of their own points of view, rather than have you question it for them. Questions such as 'what are your reasons for saying that?', 'how do you know?', 'have you considered what affect your opinions might have on the targets of your comment?' and 'if someone were to disagree with your point of view, what would they say to counter your argument?' can be effective.

**Provide an alternative viewpoint:**

Providing an alternative viewpoint gives the pupil an opportunity to think about their point of view from a different perspective, which may weaken their attachment to their previous point of view and alter their perspective.





# Creating Critical Thinkers

In order for young people to be able to effectively interrogate ideas, it is vital that they are equipped with skills to question the information that they receive and to recognise stereotypes, bias and persuasion techniques. The activities and approaches in this chapter will lay the foundations to allow pupils to effectively engage with values education.

## Exploring Stereotypes

An understanding of stereotypes and how they are damaging and unfair is key to young people's ability to reject simplistic interpretations of the world. There are many excellent books, which can be used to help young children to recognise that we are all different and all equal. For example:

- My World, Your World, Melanie Walsh
- Princess Smartypants Breaks the Rules, Babette Cole
- Best Friend on Wheels, Debra Shirley
- King & King, Linda de Haan & Stern Nijland
- Amazing Grace, Mary Hoffman (see also: Princess Grace, Starring Grace, and many others in the series)
- Dogs don't do Ballet, Anna Kemp
- The Boy in the Dress, David Walliams
- We are Britain, Benjamin Zephaniah
- The Okay Book, Todd Parr

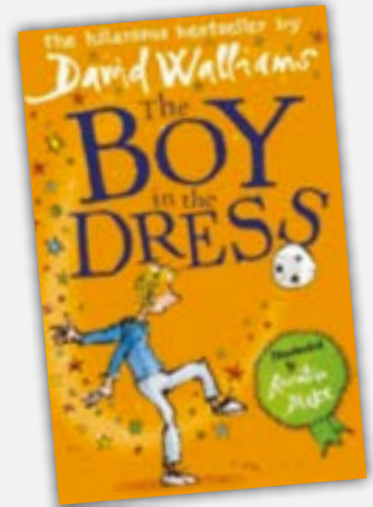
These stories can be used in circle time, or as the impetus for philosophical enquiry. For more information about Philosophy for Children visit [www.sapere.org.uk](http://www.sapere.org.uk)

See below for further excellent sources of multicultural and inclusive children's books:

Letterbox Library: [www.letterboxlibrary.com](http://www.letterboxlibrary.com)

Tamarind Books: <http://www.tamarindbooks.co.uk/>

Willesden Books: <http://www.willesdenbookshop.co.uk/>



## Activity: Voyage to Mars

**Key Stage:** KS2

**Time Required:** 1 hour

**Resources:** Character stars, Rocket template, PowerPoint (can be found at [www.equaliteach.co.uk/universal-values](http://www.equaliteach.co.uk/universal-values)).

### Aims

- To help young people to understand the concept of stereotyping and how we shouldn't judge a book by its cover
- To explore how we all have multi-layered identities and are not just defined by one label

### Delivery:

The young people need to imagine that a company is launching the first ever holiday to Mars and to celebrate their launch, they ran a competition and the young people have won a space on the first ever trip. There are five other spaces in the rocket and the young people can choose who gets to accompany them on their journey.

Give the young people the rocket template together with an envelope containing the 10 stars below (additional options are included in the table below should you wish to adapt or extend the activity).

Ask them to spread out the stars on the table in front of them so that everyone in the group can see them. Ask if there are any words that they are unsure of. Work with the class to come up with a definition of 'immigrant' and write this on the board. Help them with any other unfamiliar words or concepts.

Then ask the groups to work together to decide which five people they would like to join them and which five people should stay at home. They should put the five people who are coming into the stars above the rocket and the five people who are not coming laid out on the table so that everyone can still see them.

Explain that you are really interested in the reasons why they have chosen someone to come or why they have chosen someone to stay at home.

Once all the groups have come to a decision, get some feedback from the class. Ask the young people to tell you one person who is coming and the reasons why. When you have a few of these, ask for someone who is not coming and the reasons why. Write all of the reasons up on the board.

Bring up the descriptions of the first two people on the PowerPoint. Reveal that they are both the same person using photographs. Look back at the reasons they young people gave earlier. Were their thoughts about this person accurate? Dispel any stereotypes and provide additional information.

Work through each of the five slides in the same way. The children will quickly realise that there is a pattern and that they have been tricked. Make it fun. See if they can guess who the person is going to be.

A man who uses a wheelchair	A famous astrophysicist	<b>Stephen Hawking</b>
A Spanish immigrant	A footballer with Arsenal	<b>Héctor Bellerín Moruno</b>
A woman who had to flee from Kosovo as a child	A singer and songwriter	<b>Rita Ora</b>
A Christian who grew up in Indonesia	A powerful politician	<b>Barack Obama</b>
A woman with 80% hearing loss	A Hollywood actress	<b>Halle Berry</b>
A Muslim from London	A British Kickboxing World Champion	<b>Ruqsana Begum</b>
A Black man who grew up in Somalia	An athlete who won two gold medals at the 2016 Olympics	<b>Mo Farah</b>
A woman from Iran	A Nobel Prize winning mathematician	<b>Maryam Mirzakhani</b>

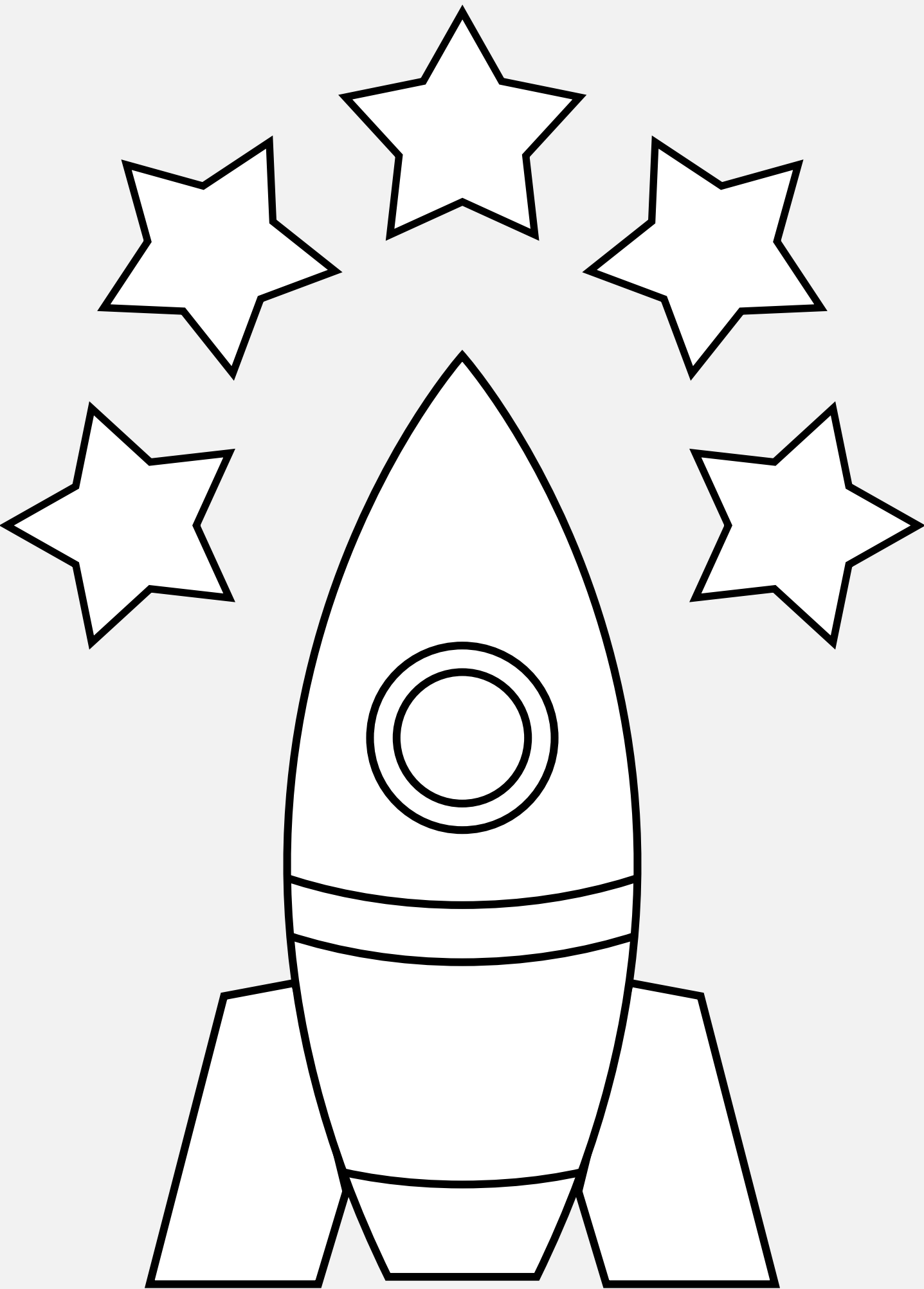
**Discussion:**

- What surprised you?
- Why do you think that we did this activity?
- Can any of us be defined by just one sentence?

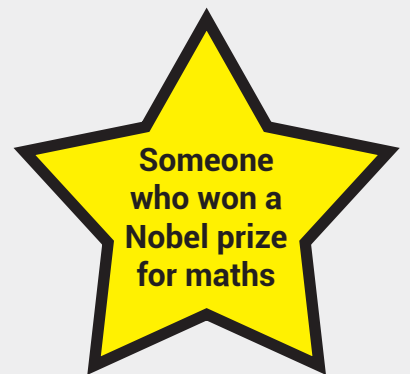
Help the young people to arrive at the phrase 'Don't judge a book by its cover.' Explore this and discuss its relevance to the activity. Explain the word 'Stereotype'. Ask the young people to work in small groups to come up with an example of a stereotype to check learning, write them on the board and then get the class to come up with facts that prove these stereotypes wrong.

- Can stereotyping be dangerous? What are the dangers of thinking everybody from a particular group is the same?









# Activity: Who Do We Really Know?

**Key Stage:** KS3-5

**Time Required:** 1-1.5 hour

**Resources:** Flipchart paper, Pens

## **Aims:**

- To help young people to recognise the dangers of stereotyping
- To explore how we all have multi-layered identities and are not just defined by one label

## **Delivery:**

Divide the young people into groups. Give each group a piece of flipchart paper with the description of a person on it and some coloured pens. Examples of descriptors (choose three):

- A Hoodie-Wearing Teenager
- A Muslim
- A Disabled Person
- An Immigrant
- A Woman
- An Irish Traveller
- A Teenage Mother
- A Gay Man

Ask the young people to consider the following points and to brainstorm their thoughts on the flipchart.

- What does this person look like?
- What kind of things do they do?
- What words do you associate with someone in this group?
- What things do you hear on the news about someone in this group?
- You can include positive and negative things
- Do not include names of people in the school
- If you disagree with something, don't cross it out, just add your thoughts next to it.

After a couple of minutes, move the flipchart papers around to different groups. Keep doing this until each group has an opportunity to add new ideas and agree or disagree with existing ideas for all three people. Bring the whole class back together and stick the flipchart papers to the wall at the front of the classroom.

Start with one of the flipchart papers, asking the whole group for the reasons behind the ideas they contributed. Ask if everyone agrees with what has been written, or if there is some disagreement. Encourage a class discussion and support pupils to clear up all of the misinformation which has been written.

Use the activity to bring out the concept of stereotyping and ask for the young people's ideas on what a stereotype is. Ask young people why stereotyping can be harmful. For example, believing in stereotypes can lead people to treat individuals badly based on inaccurate information, to hold prejudicial views, to pass prejudicial views on, and to bully people based on stereotyping.

# Sources of information for myth-busting facts:

**Islam and Muslims:** Guidelines for Educators on Countering Intolerance and Discrimination against Muslims: Addressing Islamophobia through Education, OSCE and ODIHR (2012)

The Muslim Council of Britain (MCB)

Islamophobia: Education Pack, Show Racism the Red Card

<http://www.theredcard.org/news/2009/07/09/islamophobia-education-pack>

**Immigration:** [www.fullfact.org/immigration](http://www.fullfact.org/immigration)

<https://fullfact.org/immigration/eu-migration-and-uk/>

**Asylum Seekers and Refugees:** The Refugee Council [www.refugeecouncil.org.uk](http://www.refugeecouncil.org.uk)

Refugee Action <http://www.refugee-action.org.uk/about/facts-about-refugees/>

<https://fullfact.org/immigration/uk-refugees/>

**Gypsies, Roma and Travellers:** Out of Site, Challenging Racism towards Gypsies, Roma and Travellers, Show Racism the Red Card (2009)

<http://www.theredcard.org/shop/out-of-site-education-pack>

**Lesbian, Gay and Bisexual People:** Stonewall

[www.stonewall.org.uk](http://www.stonewall.org.uk)

Childline <https://www.childline.org.uk/info-advice/your-feelings/sexual-identity/sexual-orientation/>

**Transgender People:** Gendered Intelligence

<https://www.childline.org.uk/>

Childline <https://www.childline.org.uk/info-advice/your-feelings/sexual-identity/transgender-identity/>

**Teenagers:** Introducing Generation Citizen, Demos (2014)

**Disability:** Current Attitudes Towards Disabled People, Scope (2014)

All Inclusive, EqualiTeach <http://www.equaliteach.co.uk/wp-content/uploads/2017/08/ALL-INCLUSIVE.pdf>

# Fact or Fiction? How do we know?

Once young people are aware that we all carry stereotypes and misinformation, it is important that they move on to consider where this information has come from, and the reasons why information may be inaccurate.

Playing a game such as 'whisper down the line' can be a very simple and effective way to illustrate to pupils how information changes as it is passed from person to person.

Make use of form periods as an opportunity to discuss topical news stories. Bring in different newspapers to look how the same story can be reported on from different angles. Ask the young people to look at the language which is used. What picture does this language paint? Ask students to try to separate facts from opinion and find the evidence on which the story is based. **Some useful websites which provide the facts behind the headlines are:** **TabloidWatch** ([www.tabloid-watch.blogspot.co.uk](http://www.tabloid-watch.blogspot.co.uk)), **Snopes** ([www.snopes.com/](http://www.snopes.com/)) and **Channel 4 Fact Check** (<https://www.channel4.com/news/factcheck>).

It is important to note, though, that young people's main source of information is online and that they are much more likely to get information via social media, bloggers and vloggers on YouTube; trusting them over traditional news sources.

**Research by Demos in 2011, Truth, lies and the internet, found:**

**Around 1 in 4 12-15 year olds make no checks at all when visiting a new internet site and fewer than 1 in 10 ask who made the site and why.**

**Around a third of young people think that if a search engine lists information then it must be truthful.**

**47% of teachers surveyed report receiving school work that contains inaccurate content from the internet.**

This data clearly illustrates the importance of equipping young people with an understanding of the importance of challenging the provenance and accuracy of online information.

## Activity: Propaganda

**Key Stage:** KS3-5

**Time Required:** 1 hour

**Resources:** Propaganda worksheet

**Aims:**

- To help young people to understand the meaning of the term propaganda
- To support young people to recognise different propaganda techniques and how they work to persuade us

**Delivery:**

Explain to the young people that there are lots of different types of propaganda. On average, children between the ages of 2 – 11 are exposed to 25,600 ads a year ([AdWeek.com](http://AdWeek.com)). Politicians use propaganda to try to persuade us to vote for them or support their policies. Some groups use propaganda to try to persuade us to support their cause.

Explain that often propaganda appeals to our emotions and tries to make us feel a certain way, so we act upon our feelings rather than thinking things through properly. It is important that we know the different techniques that people use so that we can recognise them and make thoughtful, fully informed decisions. There are lots and lots of different techniques that are used to try to persuade people.

Hand out the worksheet which outlines some of the different propaganda techniques and some examples to work through. Once the young people have completed the activity, bring them back together for a group discussion.

# PROPAGANDA TECHNIQUES

<b>Glittering Generalities</b>	Simple, clever slogans that appeal to people's feelings
<b>Plain Folks</b>	Sends a message that a product or person is just like you
<b>Name Calling</b>	Using negativity to create fear and dislike of others
<b>Testimonials</b>	Celebrities endorsing a product or idea
<b>Transfer</b>	Uses your feelings about one thing to get you to feel the same about another
<b>Card Stacking</b>	Using selected facts to show one side as positive and the other as negative
<b>Bandwagon</b>	Suggests that everyone else is doing something so you should too.





This is a Labour party poster from 1997.

Who is pictured in the poster?

.....

Does the poster give you lots of facts about Labour?

.....

What is the propaganda technique being used?

.....



This is an American poster from World War One. Liberty bonds provided money for the American government to help them to pay for the war.

Who is being depicted in the poster?

.....

What things in the poster are used to inspire fear?

.....

.....

What is the propaganda technique being used?

.....



What message is H&M sending out by featuring David Beckham wearing their clothes?

.....

.....

What is the propaganda technique being used?

.....



What is the purpose of putting "everyone is doing it" on the poster?

.....

.....

What is the propaganda technique being used?

.....



Who is pictured in this fast food restaurant?

.....

Why would he have a photoshoot here?

.....

.....

What is the propaganda technique being used?

.....

# Activity: What's the Story?

**Key Stage:** KS3-5

**Time Required:** 1 - 2 hours (can also be set as homework)

**Resources:** Equipment to make presentations – pens, paper, IT equipment

**Aims:**

- To support young people to recognise the dangers of believing false information
- To equip young people with techniques to check the reliability of information

Explain to the young people that they should look for a newspaper article, magazine piece, Twitter, Facebook or Instagram post, which they think may not be true. (Note: The post should not be a personal one about people that they know)

**Some examples of suspect social media posts:**



Ask the young people to research the truth behind the article/post that they have found. This could include checking the source for bias, checking the accuracy of the information by comparing it to other articles on the same story, or investigating the author's reasons for writing it.

Ask the young people to bring in the original post, together with their research, to present. They can present their research in the form they think best, for example; PowerPoint presentation, poster or speech.

**Points for the young people to consider:**

- What made you think that the article/post may not be accurate?
- What did you do to find out the facts behind the story?
- How do you know that your research sources are accurate?
- Why do you think that the original author created the false story?
- Why do you think other people might share this information?
- What are the dangers involved in sharing false information?

Once the students have presented their work and you have conducted a class discussion about their findings, ask them to come up with their own class rules to follow in order to make sure that a piece of information is accurate. These can be displayed and referred back to when people share information which is of dubious origin.

### Some example rules are:

- Always ask yourself “how do I know this is true?”
- Try to separate out facts from opinions.
- Look for evidence. Where has the information come from?
- Try to go back to the primary source. For example, official reports, original research, the website of the individual concerned.
- Look for mistakes. Bad spelling and formatting might indicate that this is not a reliable source
- Check at least two different sources of information. Do they say the same thing?
- Remember it is not possible to generalise about a whole group of people. Everyone is different.
- Look for persuasion and propaganda techniques.

## Challenge myths when you come across them!

If you come across inaccurate or harmful information, there are lots of things that you can do to challenge it. For example:

- Write to a regulator:

Advertising: Advertising Standards Authority - [www.asa.org.uk](http://www.asa.org.uk)

Television and radio: Ofcom - [www.ofcom.org.uk](http://www.ofcom.org.uk)

Newspapers and magazines: Independent Press Standards Organisation - [www.ipso.org.uk](http://www.ipso.org.uk)

- Write to the editor, journalist, letters page or complaints programme to try to make the error public knowledge and force a retraction.
- Challenge myths that are spread on social media. Link to sites which provide the correct information and raise people's awareness of myths on your own social media feed.



# Values Education: Approaches and Activities

This section provides further ideas, approaches and activities to support schools to engage with and explore values education.

## It aims to:

- Equip teachers with ideas and information to embed each of the values within their school practice
- Provide teachers with activities and lesson plans to carry out work around each of the values
- Signpost teachers to sources of further information to aid them in their work on each of the values

The activities and ideas included in each section link directly to the departmental guidance for schools produced by the Department of Education in 2014.





# Democracy

**The aims of the activities and lesson plans in this section are to:**

- Provide young people with an understanding of what democracy is and how young people can become involved with decision-making processes and campaigning positively for change
- Equip young people with an understanding of some of the different forms of government and how these are enacted in some countries in the world
- Provide young people with an opportunity to become involved with democratic processes within the school
- Provide young people with the opportunity to interrogate the advantages and disadvantages of the UK's voting system and skills and knowledge to argue and defend points of view

## Activity: Making Decisions

**Key Stage:** FS and KS1

**Time Required:** 30 mins – 2 hours

**Aims:**

- To think about personal choice and taking responsibility
- To think about the consequences of making decisions

**Delivery:**

### 1. Discussing choice

Ask the children to think about choices, asking questions such as:

- What is a choice?
- What does it mean if I say, 'I have a choice?'
- What kinds of choices do we have? (Examples that children may have in their lives: what they wear, what they eat, what they watch on TV, what they read, what they do in golden time etc.)

Explain a time that you have made a choice and that there would have been different consequences depending on your choice - for example: One day I decided to walk to work instead of getting the bus and it meant that I was able to catch a lost dog that had slipped its lead.

### 2. Scenarios

Divide the group into small groups of four or five. Give each group one of the following scenarios (the photocopiable cards for this activity can be found on page 37), and ask them to decide how they would behave and why. Give them time to role play their decisions in their groups.

- a. You see a new girl in the playground. She is very quiet and no one is talking to her or playing with her. What do you do?
- b. You are out playing a running game with your friends. One smaller boy wants to join in but he can't keep up with you all. What do you do?
- c. At home, your little brother wants to watch a different TV programme to you, but it's on at the same time. What do you do?
- d. Another child hits you at break time. What do you do?

Invite each group to act out their scenario, freezing at the moment where the choice was made and then continuing. Ask everyone: How would different people in the role play feel? Would anyone have chosen differently, why? Ask the group to explain why they chose their course of action.

### 3. I made a choice

Building on the scenarios, use a cartoon strip template and ask children to draw out a time from their life when they made a decision and what the result of their choice was. Show them an example you have drawn about a choice you made. Ask them to use thought bubbles to explain why they made their choice.

#### Key Learning Points:

- We make lots of decisions in our lives
- Making decisions is not always easy
- It is important to think about the consequences of the decisions you make
- Some decisions might have bad consequences for you and/or other people
- It is important to try to make decisions that don't have negative consequences for others

### Further Activities, Free to Download

- The Right Start, the LIFT OFF initiative: <http://developmenteducation.ie/resource/the-right-start-introducing-human-rights-education-within-the-primary-curriculum/>
- First Steps, Amnesty International: <https://www.amnesty.org.uk/resources/resource-pack-first-steps>



# What would you do? Resource Cards

You see a new girl in the playground. She is very quiet and no one is talking to her or playing with her.

**What do you do?**



You are out playing a running game with your friends. One smaller boy wants to join in but he can't keep up with you all.

**What do you do?**

At home, your little brother wants to watch a different TV programme to you, but it's on at the same time.

**What do you do?**



Another child hits you at break time.

**What do you do?**

# Activity: Democracy in our School!

Adapted from [www.parliament.uk](https://www.parliament.uk/education/teaching-resources-lesson-plans/primary-school-debating-pack/) primary debating resource, which can be found here: <https://www.parliament.uk/education/teaching-resources-lesson-plans/primary-school-debating-pack/>

**Key Stage:** KS2

**Time Required:** minimum 90 minutes

**Resources:** ballot box and scrap paper for voting (if required)

## **Aims:**

- To provide an understanding of how young people can become involved with decision-making processes and campaigning positively for change
- To provide young people with an opportunity to become involved with democratic processes and affect change within the school

## **Delivery:**

Central to the idea of democracy is the principle that citizens have a right to have their say on issues that affect them, and the right to speak out against practices that they believe are wrong. This principle will be explored in greater detail in the following activity, where young people will have the opportunity to have their say on issues of importance to them within the school.

Explain to the class that they are going to have a debate about a number of different topics, and that to have a debate, the chosen topic needs to be made into a 'motion.'

During whole class discussion, ask the young people if they know what a 'motion' is. Explain that a motion is a statement around which a debate is made. In order for something to be a motion it has to propose a change and it has to be something which you can either agree or disagree with.

Give the young people some statements to look through and decide which ones are motions and which ones are not, for example:

**All children should have an extra 15 minutes break per day**

**I really enjoy school dinners**

**School dinners should contain more fruit and vegetables**

**Swimming is really good for you**

Work with the young people to help them to turn an idea into a motion. For example:

Idea: Swimming is really good for you

Motion: All children should go swimming at least twice a week

Ask the young people to think of things within the school that they would like to change and convert these ideas into motions. Guide the young people to choose things that they can change about the school, rather than those that they cannot, for example, the length of the school holidays or the teachers in the school cannot be changed so things like this should be avoided! Once completed, ask the young people for their motions, writing them on the board. Divide the class into groups of six or eight young people (ensure, where possible, that the groups are even in size). Ask each group to choose a motion that they would like to debate. Once this is decided, divide each group into two smaller, even-size groups - those who will argue in favour of the motion, and those who will argue against it.

If you would like to choose the motions around which the groups will be debating, the list below might help.

Example Motions:

**'The pen license should be scrapped'**

**'The school should introduce a new reward system'**

**'School assemblies should be reduced by 5 minutes on a Friday'**

**'Golden time should be spent outside playing with the games equipment'**

Ask each group to brainstorm some key arguments in support of their position. Explain to the groups that if passed, the outcome of the motion will be temporarily put into place in the school – their arguments really count so they need to be as well thought-out and as persuasive as possible!

The following questions might be useful as prompts:

- Why is it important?
- What difference will it make?
- Who it will help?
- What will be the cost involved and why is it worth spending money on?

Ask each group to construct a paragraph giving the answers to these questions. Once this has been completed, the class is ready for debate.

You will chair the debate. Begin by announcing which motion will be debated first. Ask those in favour of the motion to read out their arguments, followed by those against the motion reading out theirs (all young people in each group can speak during the debate, or the group can decide to appoint one or two speakers – this is the group's decision). Once these arguments have been heard, ask for further contributions to the arguments and any questions to the speakers from the audience. Once the debate has finished, the class should take a vote and the winning side is announced. Votes can be taken in whichever way you choose, for example, hands up, via ballot box etc.

Ensure that the young people see the outcomes of their debates being enacted within the school – this will highlight their key role in affecting change in the school and being to life one of the most important facets of democracy.

#### **Discussion Points:**

- Was it easy or hard to argue your position? Why?
- How did you get your views across clearly and effectively? Is there anything you could have done to be more persuasive?
- Did you have disagreements and how were these settled?
- How did you reach your decision before voting?
- If the decision went against you, how did you feel?

This activity can be run effectively in lots of different ways:

1. If you only want to implement the outcome of one motion, but want to debate more than one, you might choose to take a final vote on which outcome will be enacted within the school.
2. If you only want to debate one motion, the activity could be run by asking for volunteers to take part in the debate, with the whole class taking part in the vote. Alternatively, you could divide the class into two groups – those in favour and those against, and carry out your debate in front of another class, who could take part in the vote.
3. This activity could be carried out using a question, rather than a motion, for example:
  - Which topic should we study next term?
  - How should we spend golden time?
  - Which item of play equipment should be bought for the playground?
  - Where should we go on the next school trip?

A question is chosen and a number of volunteers are then asked to answer the question and put forward persuasive arguments as to why others should vote for them. A vote is taken and the winning argument is enacted.



# Activity: What is democracy?

**Key Stage:** KS3

**Time Required:** 30 minutes

**Resources:** flipchart paper, pens

**Aims:**

- To introduce young people to the idea of democracy and some of its basic principles

**Delivery:**

This activity is designed as a way of beginning the conversation about democracy and garnering an understanding of how much young people already know about the subject, providing the foundations upon which further activities can be carried out. Divide the young people into small groups and provide each group with a piece of flipchart paper with the word democracy in the middle. Ask young people to write down anything they associate, or they have heard associated, with the word democracy. If the young people require prompting, the following questions may be useful:

- The UK is an example of a democracy – how is the UK run? Does the UK have elections? What is the purpose of elections?
- Do they know any other countries that are democracies?
- If a country is not a democracy, what might it be instead?
- Can you think of any countries that are not democracies? How are they run?

Once young people have finished, ask each group to feedback their answers, drawing out some of the main facets of democracy. Write these on the board. These could include:

- Democracy means 'rule by the people'.
- Democracy is commonly accepted as the fairest type of government because it theoretically means that everyone is equal and has the same power.
- The majority of democracies have a system of representation – citizens take part in elections, during which we choose someone to represent us and our interests, and speak on our behalf.
- There are different systems of voting used in different democracies – the UK uses the 'first past the post' system.
- There are many different forms of democracy.
- The idea of democracy was first developed in Greece in approximately 57BC.

For more information about democracy, please visit the BBC Citizen X website:

<http://www.bbc.co.uk/schools/citizenx/>

## Discussion point:

**UK parliament is split into two houses:**

**The House of Commons** – elected Members of Parliament sit in the House of Commons. It is the centre of parliamentary power; they debate and vote on legislation.

**The House of Lords** – this is made up of peers, law lords, archbishops and bishops. They discuss the House of Commons legislation and question government ministers. Members of the House of Lords are not elected.

**What implication does having an unelected House of Lords have on democracy in the UK? Is it fair? There have been calls to scrap the House of Lords – do you think it should be scrapped? Why? Why not?**

# Activity: Understanding Governments

**Key Stage:** KS4 & 5

**Time Required:** Minimum two 60 minute lessons (with homework task assigned)

**Resources:** Case studies, IT equipment/books etc. for research, 'Preparing your Debate' worksheet

## **Aims:**

- To provide young people with an understanding of some of the different forms of government and how these are enacted in some countries in the world
- To highlight the benefits that some forms of government can bring in some countries, and how some forms of government can be detrimental to the wellbeing of individuals in some countries
- To provide young people with an opportunity to research different governments and to argue and defend points of view

## **Delivery:**

There are six case studies to choose from – you can choose to use all of the case studies or just two or three, but it is important to ensure that the case studies you choose highlight a range of different forms of government. Divide the class into small groups. Ensure that you have one group who is in favour of the form of government and one group who is against for each case study to ensure that a balanced debate can happen.

Explain to the young people that they are going to take part in a debate around the following motion:

**"This government is effective in providing for and supporting its people"**

Assign a case study and a position to each group and allow the group time to research more about their assigned government and devise arguments to defend their position. This could be set as a homework task or as a classroom-based task. The worksheet 'Preparing for Debate' might help students to organise their case into an opening statement, three key arguments and some closing remarks.

Remind the young people that it doesn't matter if they really are for or against their position; their challenge is to argue their case effectively and persuade the members of the audience that their position is the right one. There can be just one or two speakers in each group, or each group member can take turns to speak.

## **Organising the debate:**

Take the role of chair and bring everyone to order before inviting the 'for' team to propose their motion using their opening statement. Next, give the 'against' team a chance to use their own opening statement in a response. The debate should then move back and forth until all arguments have been heard – arguments can be amended by each group as the debate progresses. Once all of the arguments have been made, the debate can be opened up to the audience to ask questions and add comments.

Once both sides have had the opportunity to give their closing remarks, ask the audience to vote to support or oppose the motion (this can be carried out in a number of ways: hands up, ballot box etc.) Count the votes and announce the winner.

Ensure all groups have the opportunity to take part in a debate – debates could be run on separate sessions over a number of weeks or a series of smaller debates could take place in one lesson.

# Case Studies

There are lots of different forms of government, and lots of countries have very unique governments which combine a number of different ways of governing. Below are just a few examples of the forms of government that exist:

## **Democracy:**

Democracy is a system of government in which the people of a state are involved in making decisions about its affairs, typically by voting to elect representatives to a parliament.

## **Anarchy:**

In anarchy, there is no effective government in place and each individual has absolute liberty.

## **Monarchy:**

A monarchy is a country which is ruled by a king or queen.

## **Dictatorship:**

A dictatorship is a system of government where one person or a small group rules, without having been chosen by the people.



## Case Study: Turkey (Democratic Republic)



Turkey is a secular democracy. This means that the government is not officially connected with a religion; the Turkish Constitution (set of guiding principles) allows for freedom of religion in Turkey. Elections are held every four years and a proportional representation system of voting is used. Every Turkish citizen over the age of 18 has the right to vote.

Education is compulsory in Turkey and lasts for twelve years – four years in primary school, four in middle school and four in high school. The level of education in Turkey is thought to be poorer than that in other European countries.

The majority of people in Turkey are Muslim. For many decades, the wearing of the headscarf (hijab) was banned in schools and government buildings. This ban was lifted from government buildings in 2013 and from schools in 2014.

As of February 2015, Turkey hosts the largest number of refugees in the world. Currently there are 2.7 million Syrian refugees there, and this figure is continuously increasing (European Commission).

The press in Turkey is described as not free. Turkey's current president, Recep Tayyip Erdogan (in power since 2003), has been accused of further limiting press freedoms in recent years (BBC). The European Union has requested that Turkey improves its freedom of expression and its press freedom.

## Case Study: Brazil (Federal Government)



Brazil or the Federative Republic of Brazil defines itself as a democratic republic and is made up of 26 federal districts, each of which have responsibility over local services in their district. It is one of the world's biggest democracies. Elections using the proportional representation system are held every four years. Voting is compulsory for people who are literate between 18 and 70 years old, but optional for those who are illiterate and those between 16 and 17 or older than 70. The current president is Michel Temer, who took over from Dilma Rousseff - the country's first female president – in 2016 after a corruption scandal.

Brazil has had a long history of political instability, and still experiences some problems today. In 2013, hundreds of thousands of people took to the streets in several cities to protest against the government's increase in public transport prices. According to many at the protests, the police used excessive force in trying to control the protests.

Thanks to the constitution, the country's media is considered a free press, and there is lots of debate in the media about social and political issues (BBC).

Brazil's economy is one of the largest in the world and is still growing. Healthcare is available to all citizens of the country free of charge (BBC).

Each federal district has responsibility for its own education system in the country, meaning that levels of literacy vary between different districts. In 2011, the literacy rate of the population was 90.4%, meaning that 13 million people (9.6%) are still illiterate in the country. Illiteracy is highest in the Northeast of the country (UNICEF).

# Case Study: The UK (Constitutional Monarchy)



The United Kingdom has a monarchy, run by Queen Elizabeth II, whose powers are limited by a democratically elected government. This system of government is known as a constitutional monarchy.

At the end of the 1990s there were major changes to how the UK is governed, with separate governing bodies established for Scotland, Wales and Northern Ireland. Education and healthcare in the United Kingdom is the responsibility of each separate country in the United Kingdom. Education and healthcare is provided free of charge and is paid for by taxing UK citizens.

The global financial crisis in 2008 severely affected the UK economy. The government introduced lots of public spending cuts to tackle some of the country's debt. This led to protests over the effects that these cuts have had on services such as education and healthcare. Despite being one of the wealthiest countries in the world, it was estimated that in 2011 14 million people were at risk of poverty.

The UK prime minister is democratically elected every five years using a first past the post system. The country is divided into areas called constituencies and, during an election, the candidate with the most votes in the constituency wins. All other votes count for nothing. First past the post has been criticised because the number of votes cast for a party in general elections is not accurately reflected in the number of seats won. For example, in the 2015 election, the Green Party received over 1 million votes, but won only one seat, whereas the Scottish National Party received 1.45 million votes and won 56 seats. Many have campaigned for a proportional representation system to be used in the UK instead.

On Thursday 23rd June 2016, the UK held a referendum – a vote in which everyone of voting age can take part – to decide if the UK should leave or remain in the European Union. More than 30 million people voted, and Leave won by 51.9% to 48.1%. Brexit (Britain leaving the EU) is currently scheduled to happen in March 2019, once negotiations have been completed.



# Case Study: The People's Republic of China (Communism)



The People's Republic of China is governed by the Chinese Communist Party, which has more than 80 million members and is the second largest political party in the world. Communism is a political and economic system in which the main sources of production in a society—such as mines, factories, and farms—are owned by the people or the state, and wealth is divided among the people equally or according to the needs of each individual. The Chinese Communist Party was founded in 1949, and is mainly made up of government officials, army officers, farmers and company employees, and joining the party brings significant privileges, including access to better information, access to jobs which are not open to non-members, and opportunities to network with important people who could influence their careers and living standards (BBC).

The party oversees and influences lots of different aspects of people's lives, for example, what children can learn at school, what people can watch on TV and the number of children people can have. Since 1979, China's 'one child policy' has limited the number of children per family, however in 2015 this policy was scrapped - couples are now allowed to have two children.

The Communist Party does not allow opposition parties or a free press (all media is controlled by the party). The party blocks people's access to lots of websites, including limiting people's access to foreign news. Social media sites are also closely monitored for criticisms of the party (BBC). Chinese people who criticise the government can often end up in prison. The party is often criticised for its human rights record, with many countries suggesting that the government has used torture, forced confessions, forced abortions and excessively used the death penalty as a way of controlling its people.

China has become one of the world's fastest growing economies and is the world's largest exporter and second largest importer of goods. As of 2010, 94% of people aged over 15 were literate, compared to just 20% in 1950.

China is seen as a very powerful country and as a major regional power within Asia.

## Case Study: The Democratic People's Republic of Korea or North Korea (Dictatorship)



The Democratic People's Republic of Korea, or North Korea, describes itself as a self-reliant socialist state, however, many other countries consider North Korea as a dictatorship. Elections are held, but power has been held by members of the Kim family for many years. Kim Jong-un is supreme leader of North Korea, following his father's death in 2013. The Kim family is worshipped by many North Koreans.

North Korea has the largest military in the world, and the government controls many aspects of Korean life. There is strict control over who is allowed into the country, over travel, employment, clothing, food and family life. Phone and internet use is monitored by the government and mass surveillance of people is carried out by using 100,000 CCTV cameras. All press and media channels are under state control, and the TV and Radio only play government stations and programmes (BBC).

North Korea is thought to have one of the worst human rights records in the world, mainly because of the restrictions placed on North Koreans' freedom. There have been accusations of torture and poor treatment of people, resulting in deaths and executions. However, the government has said that these accusations are 'wild rumours'.

The main sources of production, such as factories and farms, are owned by the government and the wealth from this is then divided among the people. Education and healthcare in North Korea are free and paying taxes was abolished in 1974.

North Korea is also one of the world's most secretive societies (BBC).

## Case Study: Qatar (Monarchy)



Qatar has been ruled by the Al Thani family since the middle of the 1800s. Qatar is an absolute monarchy, meaning that the Emir (king), Sheikh Tamim bin Hamad Al Thani, has absolute power over the people.

Qatar is a very traditional society and most Qataris live by a strict interpretation of Islam. Sharia law, the Islamic legal system, is in place in Qatar.

Qatar has the world's third largest natural gas reserves and oil reserves, a discovery which transformed the economy in 1940. The country now has a high standard of living and has one of the lowest tax rates in the world. The unemployment rate was 0.1% in June 2013.

Political parties are forbidden in Qatar and elections do not take place. There are no organisations campaigning for human rights. Qatar does not have a free press (the media belongs to the government). Criticisms of the government, Emir and monarchy in the media are illegal.

Qatar has been accused of very poor treatment of migrants, including beatings, withholding wages, and restricting their freedom of movement (BBC).

Qatar has announced improvements to its education system and plans to introduce a health care system for Qataris.

## Case Study: Mozambique (Republic)



Mozambique has undergone lots of changes to its political system in the last 40 years. When Mozambique became independent from Portuguese rule in 1975, the Mozambique Liberation Front (FRELIMO) formed a state where only their political party was allowed and they allied themselves with communist countries.

This was followed by a long period of civil war in Mozambique. Many Mozambique Portuguese people left the country, the economy was managed poorly, and the government lost control of many rural areas in the country. It is estimated that 1 million Mozambicans died during the civil war and 1.7 million moved to neighbouring countries for safety. In 1983, the President of the FRELIMO party admitted the failure of their government and called for major political and economic changes.

After the President's sudden death, new President Joaquim Chissano, continued the reforms and a new constitution (set of principles) was put in place which allowed for lots of political parties to exist in Mozambique and allowed for elections. The civil war ended in 1992 and in 1994 the country held its first democratic elections, but in many ways, the country is still suffering the effects of the war (BBC).

Mozambique now holds elections regularly using proportional representation. Its current president, Filipe Nyusi, was sworn into office in January 2015. The country is divided into ten provinces.

# Preparing your Debate

## Opening Statement

This is where you'll provide a short summary of your position

Argument one:

.....

.....

.....

Argument two:

.....

.....

.....

Argument three:

.....

.....

.....

## Closing Remarks

## Discussion point:

The UK uses a 'first past the post' voting system. In some democracies different voting systems are used, such as proportional representation.

**What are the advantages and disadvantages of the 'first past the post' system? Do you think that the UK voting system should stay the same or should be changed? Why?**

## Activity: Design Your Own Government!

This activity can be run as a follow-up from the 'understanding Governments' activity or as a stand-alone activity.

**Key Stage:** KS3, 4 & 5

**Time Required:** 90 minutes

**Resources:** 'My Government' worksheet

### Aims:

- To provide young people with an understanding of government's roles and responsibilities and a consideration of the types of decisions governments must make.
- To provide young people with the opportunity to create their own government.

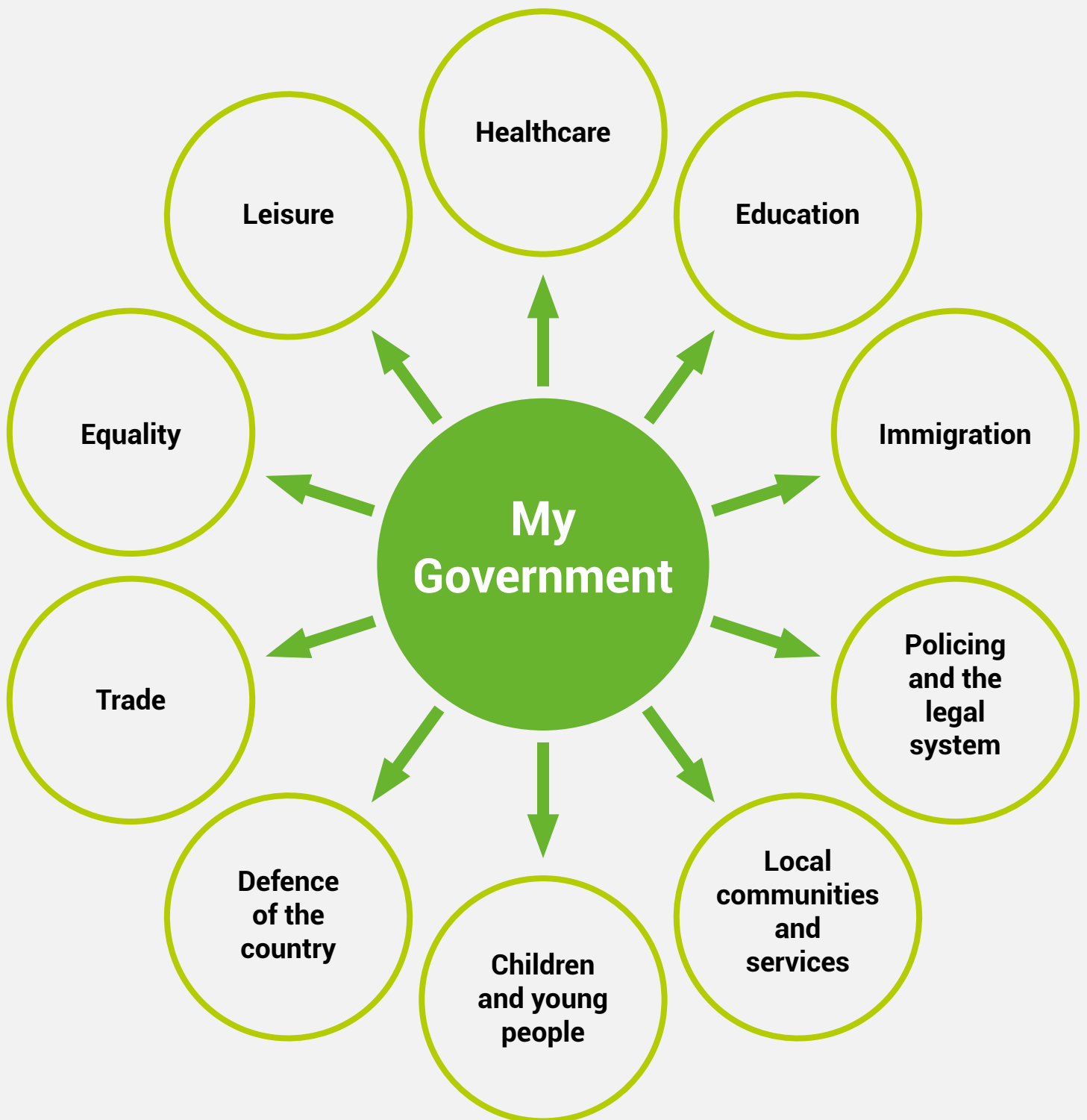
### Delivery:

Explain to the young people that they are going to be given the opportunity to create their own government.

Split the class into small groups to brainstorm what things in a country they feel that a government influences and then bring them back together to share these with the class. As each area is raised, ask the young people for the kind of considerations that need to be borne in mind. Would any services be free? If so, how would these be paid for? Write the ideas on a board to build up a picture of some of the different things that need to be considered when developing a government.



The below diagram provides some of the key areas:



Break the young people into groups and ask them to work together to think about what their government would look like and what four main policies they would introduce, before asking them to complete the accompanying worksheet. It is important that the young people have reasons behind their decisions.

Once the young people have completed their worksheet, they can work to consider how they would best like to present their manifesto to the class. They may choose to develop posters, PowerPoints and other material to accompany their presentation.

Provide each group with the opportunity to present their manifesto and invite questions from the class.



# My Government



Type of Government:

Name of Political Party:

The three values which the party stands for are:

The four main policies are:

1.
2.
3.
4.

**When working with KS5 students, it might be helpful to adapt the activity in the following ways:**

- Omitting the first task of discussing the roles and responsibilities of the government.
- Extending the worksheet to include more than three values and four policies.
- Extending discussions to explore the political spectrum (left, centre and right-wing positions) and asking students to decide where on the spectrum their party would lie.

**For further guidance on how to explain politics and the political spectrum to young people, the following resources are useful:**

- All about Politics (Penguin Random House, 2016)
- The Rule of Law in Britain, The British Values Series, Key Stage 3, Christopher Yeates (2017)
- The UK Parliament has a huge range of lesson plans and resources for all ages on the UK political system: <http://www.parliament.uk/education/teaching-resources-lesson-plans/>
- Educate against Hate has an online area specifically for teachers, with resources and advice on how to talk about extremism: <https://educateagainsthate.com/teachers/>

## Discussion point:

In the 2017 general election, 68.7% of the UK population voted. This means that 31.3% of the population didn't vote.

In the 2019 general election, 67.3% of the UK population voted. This means that 32.7% of the population didn't vote.

**What implication does this have for UK democracy? Why do people choose not to vote? What should you do if you don't believe in the manifesto of the candidates? Is abstaining from voting a better way of showing no confidence in candidates than spoiling your vote?**

## Activity: Democracy: Have your say!

Adapted from 'What is democracy? We ARE the Government' at [www.learningtogive.org](http://www.learningtogive.org)

**Key Stage:** Upper KS2 and KS3

**Time Required:** 1-1.5 hours

**Resources:** Envelope containing participators and spectators examples, 'Positive Campaigning!' worksheet

### Aims:

- To provide young people with an understanding of how citizens can influence decision-making through the democratic process and positively campaign for change
- To highlight the importance of participating in democracy and becoming an active citizen

### Delivery:

A fundamental principle of democracy is the involvement of citizens in political debate and the election of government representatives. However, some citizens choose to be spectators, rather than participators, in democracy. Ask young people what a spectator in democracy might look like, for example, this could be someone who has no interest in politics or someone who yells at the TV about an issue. Ask young people what a participator might look like, for example, someone who is part of an organisation campaigning about an issue or someone who votes in an election.

Explain to the young people that you are going to give them an envelope containing examples of people participating in democracy and examples of people spectating in democracy. In groups of five or six, ask them to sort the examples into participators and spectators, giving reasons for their decisions.

Examples could include:

Peaceful protest in front of the Houses of Parliament	
	Voting in an election
Watching the news	
	Talking about issues with friends
Blogging about politics	
	Reading the papers
Writing a letter to your local politician about an issue of concern to you	
	Wearing a protest T-shirt or badge
Walking away from someone who you disagree with on an issue	
	Shouting at the TV
Calling a radio station to complain about the government	



Ask the young people to bring forward some of their decisions and reasons and discuss these as a whole class. Explain to the young people that listening and reading about issues and talking about ideas are all really important in becoming active citizens, but that these alone will not lead to change – if individuals only talk about issues without acting on their ideas and working for change, the value of discussion might be lost.

Ask the young people to consider the power that they have to affect change and to work for ideas that are important to them. Ask them to think about what would happen if they did not act on the issues that are important to them. Use examples of previous campaigners, such as Martin Luther King, the Dalai Lama and Malala Yousafzai, to illustrate what would happen if they had not been active in creating change.

Ask young people to think of lots of things they can do to influence and change anything they are unhappy about – these could be things within the school, the local community or in UK society in general.

**Examples could include:**

- Writing an article in their school newspaper on an issue that concerns them
- Volunteering to speak or perform something at a school assembly to raise awareness of an issue
- Writing a letter to the editor of a story in a newspaper to express their opinion
- Becoming part of the school council
- Writing an email to a politician to express their point of view
- Speaking up when someone is being prejudicial
- Joining an organisation that supports a particular cause

The young people can record their examples using the 'Positive Campaigning!' worksheet. This will highlight to young people that there are many different and positive ways, some large and some small, to campaign for change and speak out about things they are unhappy about.

As an extension activity, ask the young people to choose one of their examples on their worksheet and ask them to carry out this task.

# Positive Campaigning

It's great to be an active citizen. If there are causes you believe in, there are lots of things you can do to get your voice heard and create positive change.

Here are some starting points:

**Write to your local MP, or the Prime Minister. You can find contact details online, or you can try contacting them on Twitter.**

**Raise awareness, through sharing information, or running an event.**

**Use social media to gain support, creating #campaigns, sharing articles, or sharing petitions.**

**Join an established organisation, which promotes the cause in a non-violent way.**

**Support a charity involved in the cause by volunteering or fundraising.**

**Get creative with your friends, at school or in your community. Create a film, exhibition or event to get your message across positively.**

## Making a Difference

### The Issue

**What issue are you passionate about, and why is it important to you?**

**What change would you like to see?**



## Tools

**What skills do you have that will help?**

**What tools could you use?**  
(e.g. social media, survey, petition)

## Support

**Who could help you with this?**  
(e.g. individuals, groups, organisations)

## Taking Action

**Something small you could do right away to work towards the change you'd like to see?**

**If that went well, what is something bigger you could do?**

**What is a long-term campaign or project you could organise?**

## Discussion point:

In the UK, the following people are not allowed to vote in an election:

- anyone who is not on the electoral register on election day
- people from abroad (other than EU citizens, citizens of the Republic of Ireland and qualifying Commonwealth citizens who are resident in the UK)
- people aged under 18
- most sentenced prisoners
- people who are detained in a psychiatric hospital as a consequence of criminal activity
- certain people convicted of corrupt or illegal electoral practices
- peers of the realm who remain members of the House of Lords
- people who have a severe mental illness and are unable to understand the voting procedure.

**What implication does this have for UK democracy? Is it fair that these groups are unable to vote? At what age do you think people should be allowed to vote?**

## Discussion point:

In the UK, the prime minister is able to appoint and sack members of the cabinet without consulting the electorate.

**What implication does this have for UK democracy? Is this fair? In what ways, if any, would you change this system if you could?**



# Rule of Law

**The aims of the activities and lesson plans in this section are to:**

- Equip young people with an understanding of the rule of law and the reasons why laws are needed
- Provide young people with an understanding of the difference between laws and rules and why rules are in place in school
- Enable young people to consider how living under the rule of law can protect individuals and enhance their wellbeing and safety
- Enable young people to explore the different ways in which rights have been fought for and how laws have been changed in the past

## Activity: Rules and Rights

**Key Stage:** Early Years -KS2

**Time Required:** 1 hour 30

**Resources:** Images from We Are All Born Free, downloaded from <http://bit.ly/2wZhcdx>

**Aims:**

- To introduce the concept of rights and personal responsibility
- To explore rights and responsibilities in the classroom

**Delivery:**

### 1. Images from We Are All Born Free

Show children select images from We Are All Born Free e.g. 'Everyone has the right to be protected by the law' and 'we all have a right to life and to live in freedom and safety'. Use them as anchors for the following discussion.

Ask pupils:

- What can you see in this picture?
- What sorts of people can you see?

Build discussion up to:

- What does it mean to be free?

'Everyone has the right to be protected by the law' shows a range of people engaging in different activities related to freedom e.g. people playing together, helping each other, celebrating their nationality, public speaking. It also shows those outside the park who do not have freedom or safety, representing the fact that not everyone in the world or society has freedom and safety.

'We all have a right to life and to live in freedom and safety' shows people of different ages and backgrounds. They are all protected by the law, which is in the backgrounds of their lives keeping them safe. The law should directly link to people's rights and keeping them free and safe. Explain that we all have a right to be safe and happy and that the law is designed to help us with this.



## 2. Our Rights Here

Ask children what can be done in their classroom or setting to ensure that everyone is enjoying their rights to: (1) be safe (2) be happy and (3) to learn. Discuss as a group and write suggestions on board in these three groups e.g. safe—dangerous things are put away, happy—we treat each other kindly, learn—we have enough books for everyone. Divide the group into three, and allocate each one of these rights. Ask them to create posters of images of what is done in their classroom or setting to support these three rights. Display these posters in the classroom as a reminder of pupils' duties in their classrooms.

## Activity: Rules are rules!

**Key Stage:** KS2

**Time Required:** 45 minutes

**Resources:** Laminated cards of rules and laws

### Aims:

- To equip young people with an understanding of what a rule is and the reasons why rules are in place
- To provide young people with an understanding of the difference between rules and laws

### Delivery:

Ask young people to come up with a definition of a rule.

Rule: a standard that people in certain situations are expected to meet.

Working in pairs, ask the young people to think of three rules that they have to follow. These can be rules in the classroom, in the school, at home, or at their grandparents' house, for example. For each rule, ask young people to talk about and write down their answers to the following questions:

- Why do we need the rule?
- Who made the rule?
- What happens when the rule is broken?
- Is the rule fair?

Ask for young people to feedback their answers to the rest of the class and conduct a discussion about the importance of having rules and what would happen if there were no rules in place. Explain to the young people that rules are in place for lots of different, important reasons. For example, they could be in place to protect us from harm, to help us live together in our communities, to help us distinguish between right and wrong, or to ensure fairness.

As an extension activity, ask the young people to try and explain the difference between a rule and law. They can brainstorm this in pairs before giving answers.

A rule: a standard that people in certain situations are expected to follow

A law: a standard that all members of society are expected to follow

Provide young people with laminated cards, each listing a different law or rule, and ask them to sort them into two piles, rules and laws:

- No talking in assembly
- 30mph speed limit on residential roads
- A person must be 16 years old before they can apply for a driving licence
- No playing in the street when it's dark
- No running in the corridor
- A person must be over 18 years old to vote in an election

Explain to the young people that there are lots of different reasons why laws are put in place, for example, to protect people, to enforce rights and to solve conflicts. Laws can prevent people from behaving in a way that negatively affects the quality of life of other people.

**No talking in assembly**



**30mph speed limit on residential roads**



**A person must be 16 years old before they can apply for a driving licence**



**No playing in the street when it's dark**



**No running in the corridor**



**A person must be over 18 years old to vote in an election**





# Activity: Thinking about laws

**Key Stage:** KS2 & 3 (year 7)

**Time Required:** 50 minutes

**Resources:** 'Why do we need laws?' worksheet

## **Aims:**

- To equip young people with an understanding of what a law is and the reasons why laws are put in place
- To enable young people to consider how living under the rule of law can protect individual citizens and enhance their wellbeing and safety

## **Delivery:**

Ask young people to complete the following sentence, and give reasons for their response:

**'A world without laws would be...'**

Once young people have fed back their answers, ask them what they think are the problems of having no laws. Are there any benefits of having no laws? What are they?

Explain to the young people what a law is:

A law is a rule made by the government that tells people what they can and cannot do in the country.

Using the 'why do we need laws?' worksheet, ask young people to think of what would happen if these laws were not in place and the reasons why they are so important. Conduct a class discussion about the answers, highlighting how important it is to have laws which govern the behaviour of citizens and ensure their wellbeing and safety.



# Why do we need laws?

Law	What would happen if this law was not in place? How would society be different?
<p><b>Theft Act 1968</b></p> <p>This Act makes it an offence to take other people's belongings.</p>	<p><b>For example:</b></p> <p>No one's property would be protected from someone taking it.</p>
<p><b>Education Act 1944</b></p> <p>The Education Act 1944 made all schooling free for all pupils. The age at which someone leaves school was raised to 15.</p>	
<p><b>Offences Against the Person Act 1861</b></p> <p>This Act makes it an offence to physically hurt other people.</p>	
<p><b>Human Rights Act 1998</b></p> <p>The Human Rights Act means that you can defend your rights in the UK courts and that public organisations (including the Government, the Police and local councils) must treat everyone equally, with fairness, dignity and respect.</p>	

# Activity: Lawmakers!

**Key Stage:** KS2 & 3

**Time Required:** 45 minutes

**Resources:** None!

## **Aims:**

- To equip young people with an understanding of how acts are passed in parliament
- To provide young people with the opportunity to consider what they would like to change about the UK

## **Delivery:**

Explain the process of making a law in the UK to the young people:

Before an act is passed into law, it is called a bill. The bill must be discussed and agreed on by the two houses of Parliament – the House of Commons and the House of Lords. Once this has happened the bill is given to the Queen to accept or reject. If it is accepted, the bill is passed into law and becomes an official Act of Parliament.

Explain to the young people that they are going to think of a new bill that they would like to propose to the rest of the class, who are going to act as parliament to pass or reject the bill.

The bill should be something that would have a positive effect on people and would make the UK a better place to live. Young people should think of reasons why this bill is needed, to persuade their class to pass it.

Once completed, ask for volunteers to read out their bill to the rest of the class, along with their reasons why it is needed. Once the class has heard a number of volunteers, ask the class to take a vote on which bill they would like to be accepted.

## **Points for discussion:**

- Was it easy or hard to devise a new bill? Why?
- Was it easy or hard to persuade your class that your bill should be the one passed?
- Do you think that it is an easy process for laws to be made in the UK?

## Discussion point:

What is the difference between the executive and the judiciary? Who holds the following bodies to account: the police; the army; the courts? Why are these bodies held to account differently? What are the advantages and disadvantages of this?

# Activity: Fight for your Rights!

**Key Stage:** Upper KS3, 4 & 5

**Time Required:** minimum 90 minutes

**Resources:** Resources for research (books, IT equipment etc)

## **Aims:**

- To enable young people to explore the different ways in which rights have been fought for and how laws have been changed in the past

## **Delivery:**

Throughout history, there have been many occasions in this country where people have been disadvantaged by the laws that are in place, or by a lack of laws, which has denied them their rights. This activity allows young people to explore how some laws are unfair for some groups of people and how these have been fought against, as well as how people have fought for laws to protect their rights where they have been previously unprotected.

Divide the class into small groups and ask each group to choose one of the following topics to research:

- The Stonewall Riots
- The murder of Stephen Lawrence and the Race Relations Amendment Act 2000
- Ford Strikes of 1968 and the Equal Pay Act 1975

KS5 students can be given the opportunity to choose their own topics to research.

The accompanying 'Fight for your Rights' worksheet will help narrow the research remit for young people and can be used to jot down any useful notes. These can then be used in the final write up of their research. The research can be presented however the young people choose – this could be a video presentation, a PowerPoint presentation, a series of diary entries, for example.

Once completed, ask young people to present their research to the rest of the class and conduct a discussion using the following prompts:

- Do young people think one way of fighting for rights is more effective than others? Why? Why not?
- How important have these fights been in shaping UK society today?
- Have the laws put in place solved all of the issues facing each group of people, or are there still issues today?
- Do laws guarantee rights will be granted?
- What more could be done to ensure all people benefit from the laws in place?

### **This activity can be extended for KS5 pupils by exploring the following questions:**

What is the difference between the law of the land and religious law? Do the two ever intersect in society? Should there be a complete separation of the law of the land and religious law? Should they intersect in UK society?

### **Students might find it useful to research the following topics to aid their response to the questions:**

The secularisation of France

Law and religion in the United Kingdom, including Sharia law courts and Tal Mudic courts

Sharia law in Saudi Arabia

The separation of religious law and the law of the land in Turkey

A good place to start for research would be the BBC country profiles for each. The BBC also has a wide range of information regarding political and religious systems all over the world.

Encourage students to consider going to their local library as well as conducting research online.

# Fight for your Rights!

## Case Study:

**What happened?** Outline the main events involved in your case study

**Whose rights were being denied? Why?**

**What rights did people fight for?**

**How did they fight?** For example, peaceful protest, using violence, campaigning

**What has the outcome of the fight for rights been? Has a change in the law occurred because of it?**

**What impact has this had on people since then?**



# Individual Liberty

**The aims of the activities and lesson plans in this section are to:**

- Provide young people with an understanding of what individual liberty is and how the liberties many people enjoy today have been fought for in the past
- Provide young people with the opportunity to explore different understandings of individual liberty
- Enable young people to explore what is meant by freedom of expression
- Enable young people to explore when individual liberty should be exercised and how rights need to be balanced with responsibilities
- Equip young people with the skills and knowledge to participate in open and respectful dialogue and debate

## Activity: Being Ourselves

**Key Stage:** Early Years – KS1/KS2

**Time Required:** 1 hour

**Resources:** The Hueys in the New Jumper  
by Oliver Jeffers

**Aims:**

- To think about individuality
- To think about personal choice

**Delivery:**

Go around the group and ask young people to share a toy/game/food they love. After each person shares, the group can celebrate by saying 'yay!' or clapping to celebrate that person's idea.

Once completed, read 'The Hueys in the New Jumper' and use the following questions for a group discussion:

- The Hueys are all the same. Imagine what life would be like if everyone was exactly the same. How would this make you feel?
- Look at the facial expressions of the different Hueys in the story. How are they feeling?
- Rupert is 'proud as can be' of his new jumper. What are you proud of? Why?
- Why are the other Hueys surprised when Rupert does something different? How do people sometimes feel about new / different things? Why is this?

This discussion can be followed up using the worksheets which are available to download for free at: [www.scottishbooktrust.com/files/the-hueys-new-jumper-activity-sheets.pdf](http://www.scottishbooktrust.com/files/the-hueys-new-jumper-activity-sheets.pdf)

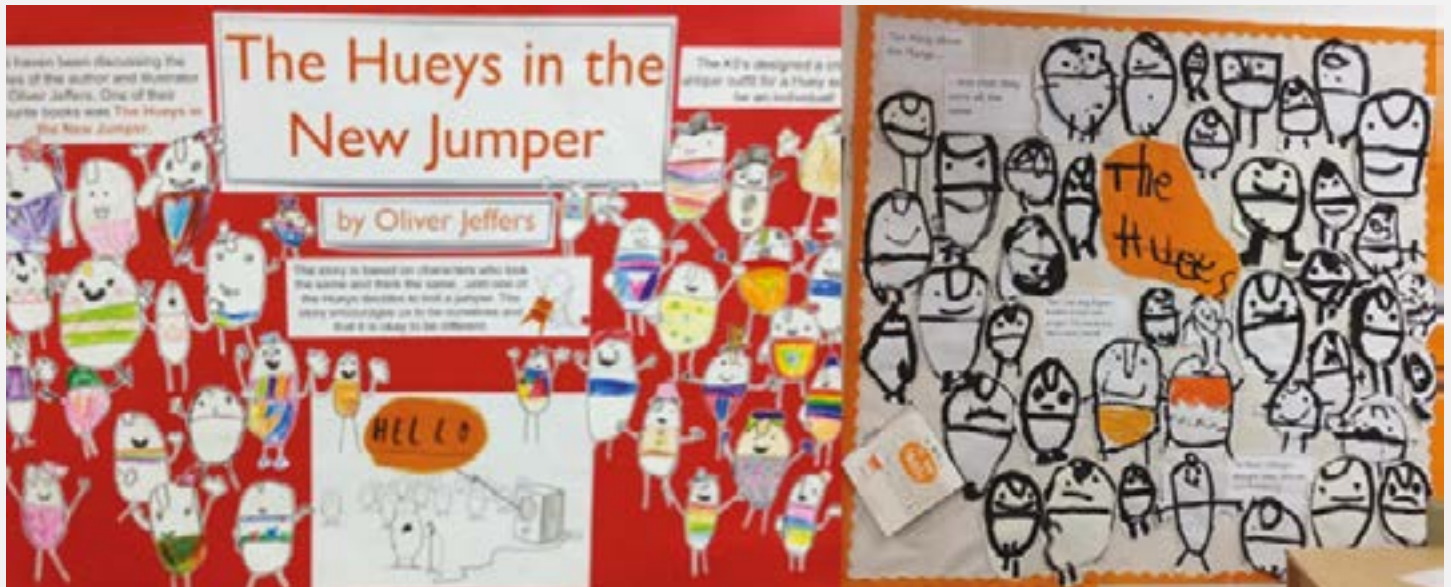
And at [www.penguin.com/wp-content/uploads/2016/01/Hueys-activities.pdf](http://www.penguin.com/wp-content/uploads/2016/01/Hueys-activities.pdf)

Additionally, young people can make their own Huey. The Huey can represent themselves with their own interests or favourite colours incorporated, or children can be creative and invent their own Huey's personality and interests. Explain to young people that we all have different interests and activities that make us happy and difference is a really positive thing.



A template to help with creating Hueys is available to download here: [www.scottishbooktrust.com/files/the\\_hueys\\_new\\_jumper\\_activity\\_sheets.pdf](http://www.scottishbooktrust.com/files/the_hueys_new_jumper_activity_sheets.pdf)

A display of the Hueys can be created which celebrates individuality and shows what the young people learnt from the book.



## Activity: Thinking about liberty

**Key Stage:** KS2 & 3

**Time Required:** 45 minutes

**Resources:** Resources for research (computers, dictionaries, books etc)

**Aims:**

- To provide an understanding of what individual liberty is
- To explore when individual liberty should be exercised and how rights need to be balanced with responsibilities

**Delivery:**

Ask young people to think about what is meant by the word 'liberty'. Ask them to carry out some research about its meaning; this could take place using lots of different sources, for example, on the internet, in dictionaries, asking other people.

Hold a class discussion about the meaning of liberty and draw out the following points:

Having liberty means that we can decide lots of things about our lives – people are free in what they do, where they go, what they eat or what they speak. Having liberty also means that people have the freedom to make choices about their clothes, food, and their way of life.

People have varying degrees of liberty and this often depends on, amongst other things, the country that they live in and the systems they have in place. Sometimes, governments impose many restrictions on the way people should conduct themselves.

Ask the young people whether they think that having liberty means that we can do whatever we feel like. Why? Why not? What would stop us from doing whatever we feel like?

Explain that individual liberty means that we are free to do things as long as they do not take away someone else's freedoms or break the rules or laws.

Using the following examples, discuss with young people which are acceptable expressions of liberty and which are unacceptable in that they take away other people's freedoms or break the rules. If it is unacceptable, ask the young people to explain why.

- A man shouts about how immigrants should not be allowed in the country as he walks through the town centre high street
- A child writes to a local newspaper about an issue of concern to her
- A boy decides that he wants to play with the bike at nursery, so he takes it away from the girl who is already playing with it
- A girl thinks school is really boring so decides not to go anymore
- A Somali family decide to wear traditional dress to go to church
- A group of friends decide to go to the park after school
- A father is late taking his children to school so decides to drive at 35 mph in a 30mph zone to get there quicker

Ensure young people understand that people are able to exercise their freedom of speech as long as they are not taking away anyone else's rights or breaking any rules or laws in doing so. This can sometimes be difficult to negotiate, but is very important to consider when exercising their freedom of speech.



A man shouts about how immigrants should not be allowed in the country as he walks through the town centre high street.



A child writes to a local newspaper about an issue of concern to her.

A boy decides that he wants to play with the bike at nursery, so he takes it away from the girl who is already playing with it.



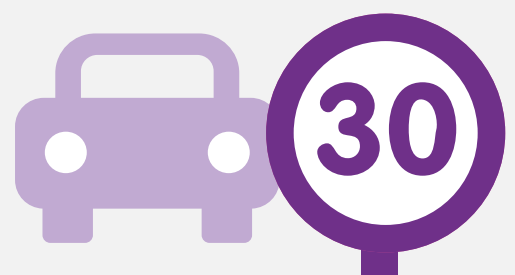
A girl thinks school is really boring so decides not to go anymore.

A Somali family decide to wear traditional dress to go to church.



A group of friends decide to go to the park after school.

A father is late taking his children to school so decides to drive at 35 mph in a 30mph zone to get there quicker.



# Activity: The Fight for Liberty

**Key Stage:** KS2 & 3

**Time Required:** minimum 90 minutes

**Resources:** Resources for research and presentation of research

## **Aims:**

- To highlight to young people that lots of the liberties enjoyed today have had to be fought for in the past
- To explore the changes some individuals have made and how some of our liberties have come about

## **Delivery:**

This activity is designed to highlight to the young people that many of the liberties they enjoy, or are enjoyed by others, today have not been given freely to individuals in the past, but instead have been hard fought for by people.

Explain to the young people that they are going to carry out a research project about one of the following famous people:

- Mahatma Ghandi – led India to independence from British rule and inspired movements for civil rights and freedom across the world.
- Harvey Milk – gay rights activist and community leader. He became one of the first openly gay officials in the USA in 1977, when he was elected onto the San Francisco Board of Supervisors.
- Olaudah Equiano - was one of the most prominent people of African heritage involved in the British debate for the abolition of the transatlantic slave trade.
- Sir Ludwig Guttmann - a German-born British neurologist who established the Paralympic Games in England.
- Malala Yousafzai - a Pakistani activist for female education and the youngest Nobel Prize laureate.
- Emmeline Pankhurst - a British political activist and leader of the British suffragette movement who helped women win the right to vote.
- Martin Luther King - a social activist and Baptist minister who played a key role in the American civil rights movement from the mid-1950s until his assassination in 1968.

All of these people have fought for the liberty of a group of individuals, and it is their task to find out what they have achieved, how they have achieved this and what this has meant for the liberty of people since.

Their research can be presented in whichever way they choose, including a PowerPoint presentation, poster, a diary entry, information leaflet etc.

The following questions might help young people in narrowing their research remit:

- What did this person achieve? Who did they liberate?
- When did they achieve it?
- How did they fight for liberty?
- What led them to fight for liberty? What unfairness did they fight against?
- What obstacles did they face in fighting for liberty? How did their fight impact on their own lives?
- What has their achievement meant for the liberty of people since? What could have happened if this person hadn't have fought for liberty?

The activities 'What does democracy mean to me?' and 'Democracy: Have your Say!' in the democracy section of this resource provide more opportunities for young people to explore active citizenship and the importance of speaking out about issues of concern.



## Discussion point:

Currently, there are lots of people in many different countries being denied an aspect of their liberty.

**What struggles for liberty are currently taking place? Think about people in the UK as well as people in other countries.**

## Activity: Who has liberty?

**Key Stage:** KS3 & 4

**Time Required:** 60 minutes

**Resources:** Picture cards

### Aims:

- To provide young people with the opportunity to explore different understandings of individual liberty
- To enable young people to consider to what extent people have individual liberty and how perceptions of individual liberty can change according to your world view

### Delivery:

Divide the young people into groups of about 4 or 5, and hand out either one or a number of the picture cards. Ask the young people to think about whether the person on the card has liberty or not. Ask the young people to stick their picture card to a piece of A3 or flipchart paper and write their observations down around it. Use the following questions to prompt discussion between the young people:

- What constraints does this person have on their liberty? What freedoms do they have?
- Have the constraints on their liberty been forced on them, or are they of their doing?

Bring the class back together and ask for feedback on the activity. During the whole class discussion, ensure that the following points are drawn out:

- Ideas around who has, and who doesn't have, individual liberty, are fluid and can change according to a person's perspective, or world view.
- Whilst many people might see the women in the bikinis as exercising their liberty to show their bodies and enjoy their free time on the beach, others might consider them constrained by societal expectations of how a woman should dress on a beach, how their bodies should look, and how they should be attractive to the opposite sex. In some cases, these women may be seen as a symbol of the objectification of women that remains widespread in many Western societies.
- Sometimes a person wearing a headscarf is perceived to be without liberty as it is believed that they wear the scarf because they are obliged to by society or religion, but others perceive it as a symbol of choice, of freedom to express one's religion and culture and to dress in a manner of one's own choosing.
- The soldier is often said to be a symbol of liberty and of fighting for people's freedom from oppression. However, just how much liberty does a soldier have over choices in the army? He exercised his liberty in signing up, but he is not free to choose where he serves, how many times he must fight on the frontline, or whether he kills someone or not. Does he have real liberty?
- The homeless man might be seen to have lots of liberty – he is certainly not constrained by the same bureaucratic processes that people who have a home are. However, without somewhere to live, and very little money in his possession, his choices in life are extremely constrained; much more so than the vast majority of people in society.
- How much liberty does Boris Johnson, UK Prime Minister, exercise? He is in charge of making some of the most important decisions for people in the UK. However, he must pass these decisions through both the House of Commons (which includes opposition party MPs) and the



House of Lords, before finally asking the Queen for approval. If he cannot get this agreement on his decisions, they cannot become law. Even Boris Johnson, one of the most powerful people in the country, cannot exercise full liberty at times. Can the young people think of any occasions where this has happened? For further examples, young people may wish to look to Barack Obama and his struggle to pass tighter gun control laws during his time in office.

- Do Black people in Ferguson, Missouri USA, have liberty? Ask young people to carry out research into the Ferguson Riots. What led to the riots? How has the situation been dealt with? Has this response helped or hindered the situation? Why might Black people in Ferguson be considered not to have liberty? What could be done to rectify this situation?

Once discussions have finished, ask each young person to pick one of the pictures and write up their answers to the question:

**'To what extent does this person have individual liberty?'**



## Discussion point:

What examples of liberty can you see in your own life? Are these shared by everyone around you?

## Activity: Exploring Freedom of Expression

**Key Stage:** KS3, 4 & 5

**Time Required:** 60 minutes

**Resources:** Case studies, UDHR handout, 'Exploring freedom of expression' worksheet

### Aims:

- To explore what is meant by freedom of expression
- To explore when freedom of expression can be exercised and how rights need to be balanced with responsibilities

### Delivery:

During this activity, young people will look at the right to freedom of expression or freedom of speech using a human rights framework. Often, we hear people say 'freedom of speech is my human right!' when they are challenged about something that they have said. And they are right; freedom of speech is set out as a right in Article 19 of the Universal Declaration of Human Rights:

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers

However, the following questions are worth considering when thinking about freedom of expression:

- Should we be free to say what we want, no matter what?
- Are all opinions equally valid?
- Can words ever be harmful?
- Does our right to freedom of expression have a limit?

Article 29 of the UDHR states that: "Everyone has a duty to other people. In exercising our rights we must respect and protect the rights and freedoms of other people. And respect and keep public order and the general welfare of society"

In groups of five or six, ask young people to investigate one of the case studies available to download at [www.equaliteach.co.uk/universal-values](http://www.equaliteach.co.uk/universal-values)

Provide everyone with a copy of the handout 'UDHR.' The articles which are particularly relevant to this activity have been coloured green, but some of the other articles might also be relevant.

Hand out the 'Exploring freedom of expression' worksheet to each group and ask them to complete this. Once completed, ask each group to feedback their findings in a whole group discussion.

### Key Points:

- Freedom of expression is a human right. We have a right to have our own opinions and to share them with others.
- However, words can be very powerful - people also have a human right to be free from discrimination, to have freedom of religion and to live in peace.
- There are laws in this country, which outlaw harassment and discrimination, incitement to racial hatred, and incitement to religious hatred.
- When expressing our opinions takes away someone else's human rights it stops being acceptable. Freedom of expression must therefore be balanced with other human rights.

If you are carrying out this activity with KS5 students, it might be helpful to make the following changes:

- Asking students to find their own examples of when freedom of expression has been exercised, but this has clashed with other human rights
- Asking students to explore the consequences of when freedom of expression is not balanced with other rights





# Simplified Version of the Universal Declaration of Human Rights

Article 1: All human beings are born free and equal.

Article 2: Everyone is entitled to all the rights and freedoms in this Declaration, no matter what their skin colour, sex, language, religion, political opinion, or nationality.

Article 3: Everyone has the right to life, freedom and safety.

Article 4: No one should be made to be a slave.

Article 5: No one should be tortured or receive cruel, inhuman or degrading treatment

Article 6: Everyone has the right to be recognised as a person by the law

Article 7: Everyone is entitled to be protected by the law without discrimination. Everyone is entitled not to be discriminated against in their human rights. Everyone should also be protected from people encouraging other people to discriminate.

Article 8: Everyone has the right to protection by the police from people who attack them.

Article 9: No one should be unfairly arrested, or put in prison or deported from the country.

Article 10: Everyone is entitled to a fair and public trial if they are accused of a crime.

Article 11: Everyone has the right to be presumed innocent until found guilty at a fair and public trial. You cannot be found guilty of something that was not against the law when you did it, even if the law changes later.

Article 12: No-one has the right to come into someone's home, or read their private letters or e-mails or bother them or their family without a good reason.

Article 13: Everyone has the right to go where they want to in their own country and to travel abroad as they wish.

Article 14: If someone is persecuted or being badly treated in their own country, they have the right to escape to another country to be safe.

Article 15: Everyone has the right to a nationality.

Article 16: Every adult has the right to get married and have a family if they wish. Men and women have equal rights when married and when separated and divorced.

Article 17: Everyone has the right to own things and to share them with others. No-one has the right to take someone's things away without a good reason.

Article 18: Everyone has the right to freedom of thought and religion; they have the freedom to change religion, and freedom to practice their religion, alone or with others.

Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to share information and ideas with people all over the world through any media.

Article 20: Everyone has the right to peacefully gather with and associate with others. No-one should be forced to join a group if they don't want to.

Article 21: Everyone has the right to take part in the government of their country. Every adult should be allowed to vote in elections through a secret ballot.

Article 22: Everyone has the right to a home, to have enough money to live on and medical assistance. Everyone should all be allowed to enjoy culture (music, art, craft, sport) and to make use of their skills.

Article 23: Every adult has the right to a job, to get a fair wage for their work without discrimination, and to join a trade union.

Article 24: Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25: Everyone has the right to a good life, with enough food, clothing, housing, and healthcare. Mothers, children, unemployed, old and disabled people all have the right to additional help.

Article 26: Everyone has the right to an education. Primary school education should be compulsory and free. Education should promote understanding, tolerance and friendship amongst all countries, racial or religious groups, and the maintenance of peace.

Article 27: Everyone has the right to participate freely in culture, to enjoy the arts and to share in scientific advancement and its benefits.

Article 28: We have a right to peace and order so we can all enjoy rights and freedoms in our own country and all over the world.

Article 29: Everyone has a duty to other people. In exercising our rights we must respect and protect the rights and freedoms of other people. And respect and keep public order and the general welfare of society.

Article 30: No-one can take these rights away from us.

# Freedom of Expression



What human rights are being expressed in this example?

Are anyone's human rights being taken away in this example? If so, which ones?

Do you think that everybody in this example behaved in an acceptable way?  
Why? What does this example show us about freedom of expression?



# Mutual Respect and Tolerance of those with different faiths and beliefs

**The aims of the activities and lesson plans in this section are to:**

- Enable young people to acquire an appreciation of and respect for their own culture and the cultures of other people
- Enable young people to explore their own identity and how this fits into the school and wider community
- Equip young people with an understanding of the similarities and differences between some of the largest religions in the world, and how values are often shared between different religions
- Provide young people with an understanding of some of the history of immigration to the UK and the diversity that has existed within the UK for many years
- Provide young people with an understanding of the importance of identifying and combatting discrimination

## Activity: Learning about others' religions and cultures

**Key Stage:** Early Years – KS1

**Time Required:** 1 hour

**Resources:** Hats of Faith by Medeia Cohan-Petrolino

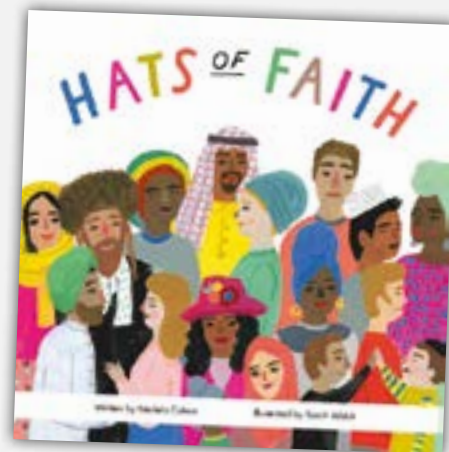
**Aims:**

- To consider different religions and cultures
- To celebrate difference

### Delivery:

Ask all young people to draw a quick sketch of a hat but not to show anyone. Once completed, ask young people to hold up their sketch and try to find another hat sketch that is identical to theirs in size, colour, form etc. Young people will find it difficult to find two identical hats. Use this to ask the following questions:

- What would it be like if everyone in the world wore the same clothing all the time? Collect words like boring or dull.
- What would life be like if all people in world were the same? Collect ideas like: we wouldn't be able to learn from each other or discover new interests.
- Read the book 'Hats of Faith' together and discuss the following:
- Were there any hats that you have seen before? Where?
- Was it just men or just women who wore the hats?
- Which was your favourite hat and why?
- Did you learn any new words, for hats or for religions?



To supplement this activity, there are colouring pages that are available to download for free at [www.hatsofffaith.com/colouring-sheets](http://www.hatsofffaith.com/colouring-sheets) These provide young people with the opportunity to build closer familiarity with one of the hats' names, look and the faith associated with it.

You can also ask young people to bring in a piece of clothing that is special to them, or a photograph of this. During circle time, young people can explain the item they have chosen and why it is special to them or why they like it. This encourages active listening between young people and an appreciation that we all have special clothing or object, regardless of whether we are part of a faith community or not. Draw out similarities and differences between students' special clothing and those in the book Hats of Faith.

## Activity: This is me!

**Key Stage:** Lower KS2

**Time Required:** 40 minutes

**Resources:** 'This is me!' worksheet, skin tone crayons, 'The Colours of Us' by Karen Katz

### Aims:

- To allow young people to explore different parts of their identity
- To enable young people to look at, and talk about, similarities and differences between themselves and others
- To provide young people with the opportunity to explore the importance of being different and what they can do if to make sure everyone in their class is treated fairly



### Delivery:

Explain to the young people that they are going to be discussing lots of different things about themselves during this activity, and that you want them to be really open about different parts of their identity.

Ask the young people to write their name in the banner attached to the plane on the worksheet.

Explain to the young people that you are going to begin the conversation by discussing nationality. Ask for a definition of nationality. With the other pupils on their table, ask the young people to discuss where they come from or where their parents or grandparents come from, before feeding back their answers to the rest of the class. Write the responses down on the whiteboard, so that the young people have help with spelling when writing down their answers on their worksheet.

Once their answers to this section are written down, move on to talk about religion. Ask the young people for a definition of religion, the names of any of the major religions in the world, and the name given to people who have no religion, again writing down their answers on the whiteboard. Ask the young people to discuss their religion with the other people on their table, before writing this down on the worksheet.

Explain to the young people that they are now going to discuss skin colours – there are lots of different skin colours and discussing and describing someone's skin colour is absolutely fine. (Sometimes young people believe that even mentioning someone's skin colour is racist, so this is a good opportunity to dispel this myth). Use the book 'The Colours of Us' by Karen Katz to show some of the different ways in which skin colours can be described, before asking the young people to think of a way to describe their skin colour and write this on their worksheet.

Once this is completed, conduct a discussion about the merits of everyone being different and what they can do make sure everyone in the class is treated fairly. Some example answers include:

- Play with someone if they have no one to play with
- Speak out about bullying if you witness it happening
- Share games equipment between people fairly during break and lunchtimes
- Talk to someone if you are feeling unhappy about something

To finish the activity, young people can draw a picture of themselves in the photograph frame on the worksheet. Use skin tone crayons to allow young people to realistically depict their skin colour in their portrait.



# This is me



Draw yourself in the box above

My name is .....

I come from .....

My religion is .....

My skin colour is .....

No one should be bullied or treated badly because they are different.

We are all different and we are all equal.

This is what I am going to do to make sure that everyone is treated fairly...

.....

.....

# Activity: Ahmed's Story

**Key Stage:** KS2

**Time Required:** 30 minutes

**Resources:** Laminated story cards (set of 6 per group), final story card

**Aims:**

- To provide young people with an understanding of the importance of identifying and combatting discrimination, and how to do this practically in their school
- To provide young people with an understanding of how conflict can escalate if not dealt with effectively as soon as possible

To equip young people with an understanding of racist terminology and the reasons why some terms should be avoided

**Note for teachers:** Ahmed's Story contains some offensive language, and it is therefore important that a safe space is set up before starting the activity. To read more about setting up a safe space, please refer to page 18.

**Delivery:**

Ask the young people to work in groups on their table. Hand out copies of the story cards. Ask the young people to read through the story cards and put them in order.

Go through the order of their stories with them, stopping after some of the cards to facilitate a discussion about what they think will happen next or what Ahmed could do about his treatment:

- 1. Ahmed is 9 years old and lives in London. His mum and dad are from Pakistan. They moved to London many years ago, where they had Ahmed and his brother Hussain.**
- 2. Ahmed goes to primary school and is in year 5. He likes learning about new things but sometimes doesn't want to go to school.**
- 3. Sometimes, his classmates pick on Ahmed because he has brown skin and his parents are from Pakistan. He gets called a 'Paki'.**

Stop after this card and facilitate a discussion about the word 'Paki':

- Why have Ahmed's classmates used this word against him? What does the word mean?
  - Is this word acceptable or unacceptable?
  - Why is it unacceptable?
  - What word(s) could be used instead if the pupils needed to describe Ahmed's nationality?
- 4. The name-calling has been going on for a while, but Ahmed is too scared to tell his parents or his teacher about it because he thinks it might get worse.**

Stop after this card and facilitate a discussion:

- How could you help Ahmed if you were his classmate?
  - What would you say to the people who were bullying Ahmed?
  - What could Ahmed do about the name calling if he is too scared to tell his parents or teacher?
- 5. One day, Ahmed gets so fed up and upset about the name calling that he loses his temper and starts a fight with another boy in his class, called Lucas.**

**6. Lucas and Ahmed both get hurt in the fight. They get into trouble with the headteacher, and their parents are told about the fight. Ahmed is not allowed to play on his playstation at home for the next two weeks.**

Stop after this card and facilitate a discussion:

- Is Ahmed's treatment fair?
- How could Ahmed's punishment have been avoided?
- What do you think will or would you like to happen next?

Using whiteboards and pens, ask the young people to brainstorm what will happen next and come up with their own final story card. Ask the young people to read their story cards out, before revealing the real end to Ahmed's story:

**7. Ahmed feels upset about what happened. Eventually he tells his mum why he started the fight with Lucas. His mum talks to the head teacher about the racism Ahmed has been receiving and the head teacher promises Ahmed that everyone in the school will learn about racism and why it is wrong. Ahmed's classmates apologise to him and they make friends. Ahmed feels relieved and happy to go to school again.**

Round up the activity by asking the young people what they would if they or their friend were being bullied or receiving racism. Make a list of all of the ideas on the board.

### **Discussing Terminology**

**The information below may help in conducting discussions about the term 'Paki' with the young people during this activity.**

The term 'Paki' has been used as a term of abuse for many years. It is extremely offensive no matter how, when and why people say it, and should not be used. For a lot of people the term stands for racism, hatred and conflict. A common argument is that the term is just an abbreviation of Pakistani and is therefore acceptable; however, because of the way the word has been and is still used, it is a damaging and hurtful term. The term also tends to be used generally for Asian people, irrespective of their national origins, such as Indian or Bangladeshi people.



1. Ahmed is 9 years old and lives in London. His mum and dad are from Pakistan. They moved to London many years ago, where they had Ahmed and his brother Hussain.



2. Ahmed goes to primary school and is in year 5. He likes learning about new things but sometimes doesn't want to go to school.

3. Sometimes, his classmates pick on Ahmed because he has brown skin and his parents are from Pakistan. He gets called a 'Paki'.



4. The name-calling has been going on for a while, but Ahmed is too scared to tell his parents or his teacher about it because he thinks it might get worse.

5. One day, Ahmed gets so fed up and upset about the name calling that he loses his temper and starts a fight with another boy in his class, called Lucas.



6. Lucas and Ahmed both get hurt in the fight. They get into trouble with the headteacher, and their parents are told about the fight. Ahmed is not allowed to play on his playstation at home for the next two weeks.

7. Ahmed feels upset about what happened. Eventually he tells his mum why he started the fight with Lucas. His mum talks to the head teacher about the racism Ahmed has been receiving and the head teacher promises Ahmed that everyone in the school will learn about racism and why it is wrong. Ahmed's classmates apologise to him and they make friends. Ahmed feels relieved and happy to go to school again.



# Activity: Thinking about Immigration

**Key Stage:** Upper KS3, 4 & 5

**Time Required:** 60 minutes

**Resources:** flipchart paper, pens, immigration pictures, 'The History of Immigration' information sheet

## Aims:

- To enable young people to define the word 'immigrant'
- To provide young people with the opportunity to explore the different types of immigration and the reasons why people move to the UK
- To provide young people with an understanding of the history of immigration to the UK and the diversity that has existed within the UK for many years

## Delivery:

Set up a safe space as outlined on page 18 of the main Universal Values educational resource.

Write the word 'immigrant' in the middle of a piece of flipchart paper. Ask the young people to say different things that they think, or have heard, about immigrants and write these up around the statement.

Ask the young people for a definition of the word immigrant.

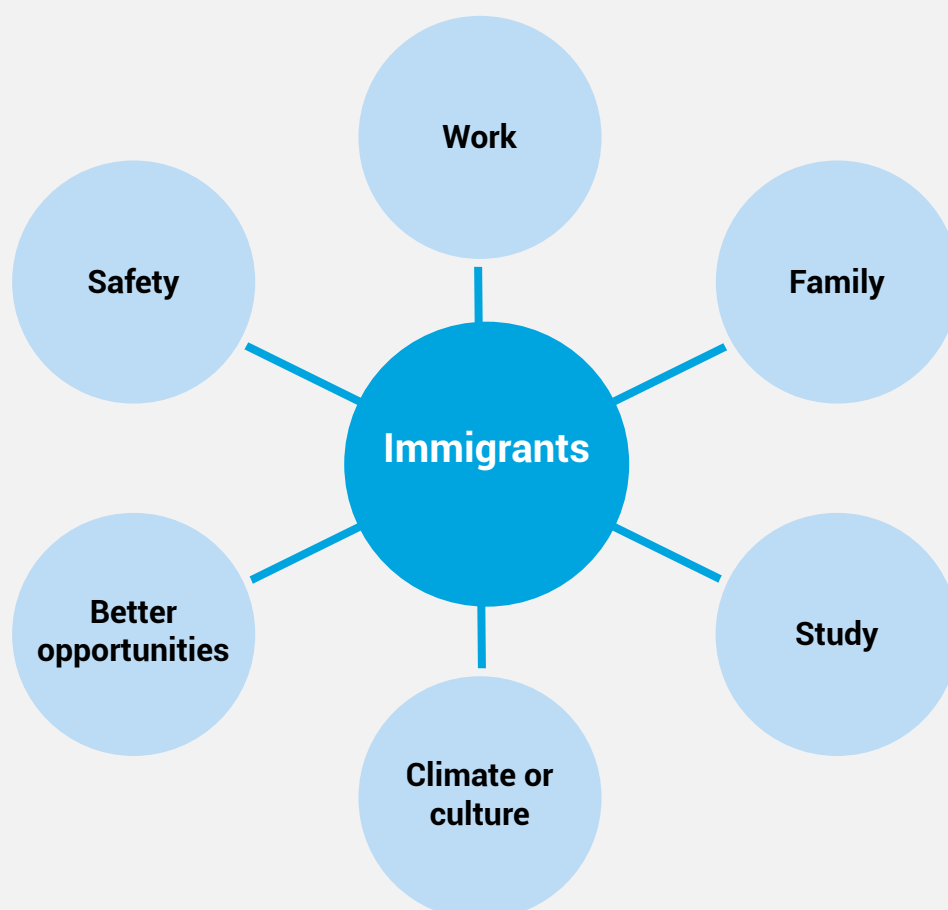
An immigrant is someone who moves from one country to another to live.

Put up a slide with pictures showing different immigrants, for example Rita Ora, Cesc Fabregas, Mo Farah, Graham Norton

Ask the young people if they know who any of these people are. Then ask them if they know what these people have in common – they have all migrated to the UK for different reasons.

Use the examples of immigrants to dispel the myth that all immigrants come to the UK illegally. In fact, the vast majority of immigrants who come to the UK come here legally.

Use the following diagram to explain to the young people the different reasons why people migrate:



### Further Definitions:

**An Immigrant/Migrant:** someone who chooses to move from one country to another to live. A person might choose to move for different reasons, including:

- For work
- To be closer to family
- To study abroad
- For the climate or culture of a country
- For better opportunities
- For greater safety

**A Refugee:** someone who moves from one country to another to live because they are in fear of their lives. A refugee could be someone escaping:

- War
- A natural disaster
- Poor treatment by their government

**An Asylum Seeker:** someone who has applied for refugee status, and is waiting for their application to be processed and a decision to be reached. Everyone has the legal right to seek asylum.

**An Illegal Immigrant:** A person who either enters a country illegally, and doesn't let the government know that they are here, or who enters legally but then stays longer than they are allowed.

Ask young people to consider whether immigration into this country is a new phenomenon or whether they think it has been going on for a while?

Give out worksheet. Ask young people to work in pairs to guess which groups had major moves to Britain and in which years from the timelines.

- |       |   |   |
|-------|---|---|
| 55 BC | - | Julius Caesar and the Romans                  |
| 440   | - | Angles and Saxons (Anglo-Saxons) from Germany |
| 789   | - | Vikings                                       |
| 1066  | - | William the Conqueror and the Normans         |
| 1500  | - | Romani Gypsies                                |
| 1600  | - | People from India                             |
| 1700  | - | People from Africa                            |
| 1881  | - | Russian Jews                                  |

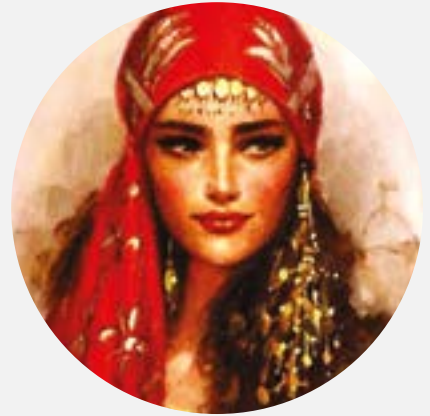
**Julius Caesar and the  
Romans**



**Vikings**



**Romani Gypsies**



**William the Conqueror and  
the Normans**



**People from India**



**Angles and Saxons (Anglo-  
Saxons from Germany)**



**People from Africa**



**Jewish people from Russia**



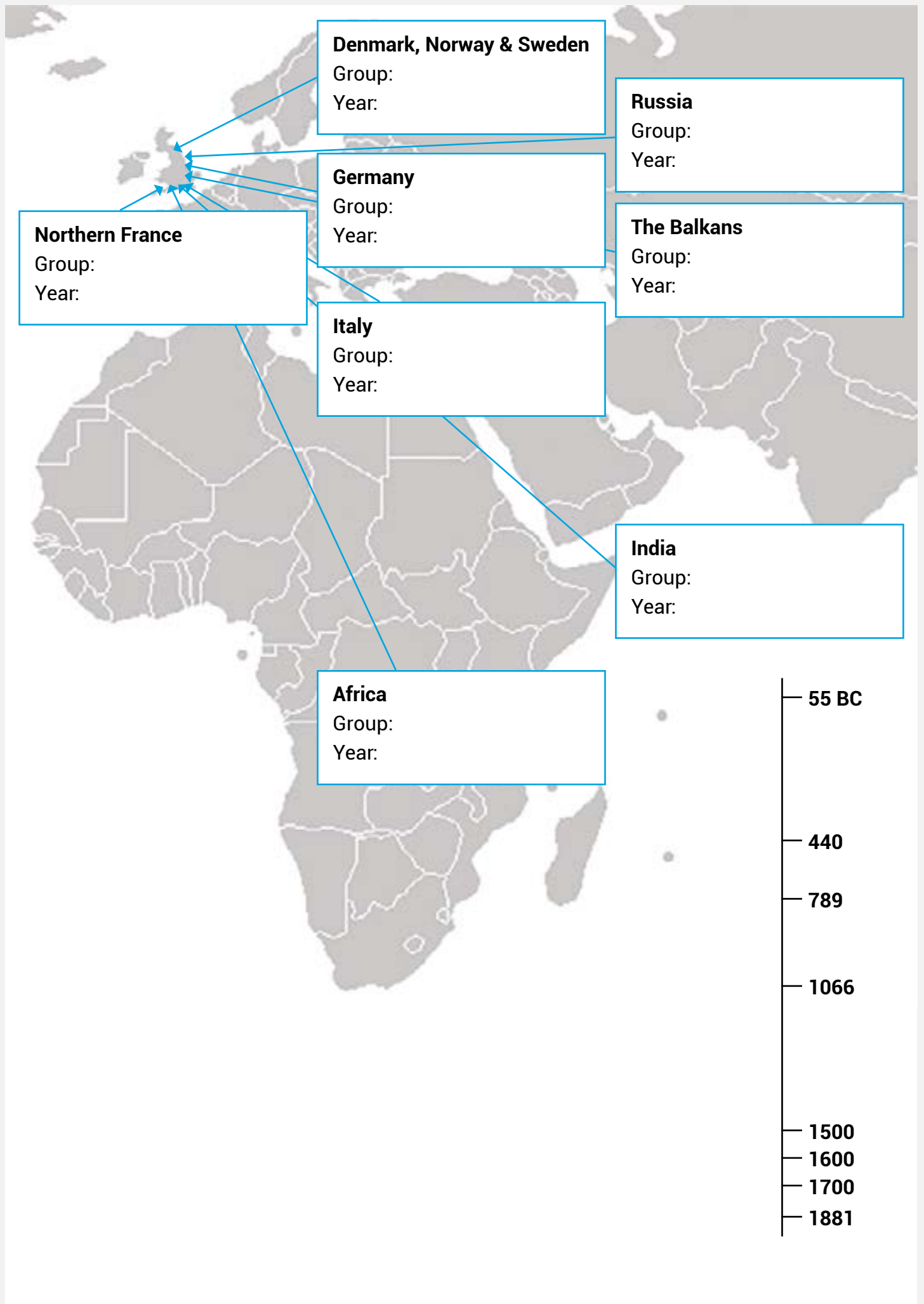
Ask students what they know about each of the movements and why they happened? Explain some of the stories using the information sheet 'The History of Immigration'. This can also be given to the young people as a handout, if required.

Use the following questions during discussion:

- Has anything about this activity surprised you? What surprised you?
- Did you think that immigration had been happening for this length of time?
- Did you realise that so many different groups of people had come to Britain?
- What drove many of these groups to come to Britain? Were all of the groups given a choice to come to Britain, or were some forced?
- Is it easy to define Britishness? Is it correct to say that there is only one definition of 'Britishness'?







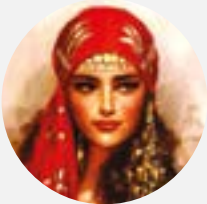









# The History of Immigration

Group of People	Reasons for Immigration
<p><b>Julius Caesar</b> 55BC</p> 	<p>The first Roman invasion of Great Britain was led by Julius Caesar in 55 BC.</p> <p>The Celtic tribal leaders in Great Britain supported the Romans and agreed to pay tribute to Rome if Rome would protect them.</p> <p>Over the 400 years of Roman occupation of Britain, the majority of settlers were soldiers stationed on the mainland. Britain was in constant contact with Rome and other parts of Europe that had been occupied by Romans through trade and industry. Many Britons themselves adopted Roman culture and customs.</p>
<p><b>Angles and Saxons (Anglo-Saxons) from Germany</b> 400</p> 	<p>German immigrants arrived in Britain at the invitation of the ruling classes.</p> <p>After the withdrawal of the last Roman soldiers from Britain in the early 400s, the number of immigrants increased, which caused tension and conflict with other members of society at the time.</p>
<p><b>Vikings</b> 789</p> 	<p>The first Viking raid of Britain was in 789. These raids continued well into the 800s. Vikings were gradually followed by armies and settlers who brought a new culture to Britain which was very different to the previous Anglo-Saxon culture.</p>
<p><b>William the Conqueror and the Normans</b> 1066</p> 	<p>The Norman invasion of Britain is considered to be the last successful attempt in history by a foreign army to take control of the kingdom of England. The Normans believed that William the Conqueror was the rightful heir to the realm and therefore they needed to invade to remove Harold Godwinson from power.</p> <p>The influx of Norman military and religious figures changed the nature of the ruling class in England and led to the development of an Anglo-Norman population.</p>

Group of People	Reasons for Immigration
<p><b>Romani Gypsies</b> <b>1500</b></p> 	<p>Romani Gypsies began arriving Western European countries, including Britain, in the early 1500s. The Romani Gypsies spoke a dialect of the Romani language and worked mainly as hawkers (street sellers), basket weavers, jockeys and stablemen.</p>
<p><b>People from India</b> <b>1600</b></p> 	<p>The East India Company recruited Indian sailors to join their crews on their voyages in India. Once the ships had arrived in London, many of the Indian sailors were refused passage back and were forced to stay and settle in London.</p> <p>During the early 1600s, the East India Company brought over thousands of Indian sailors, as well as scholars and other workers, to England. Because of the number of Indian sailors brought over, the earliest Asian communities were found in port towns. Naval cooks also came over – London's first Indian restaurant was founded in 1810 by Sake Dean Mahomed, who is also thought to have introduced Britain to shampoo and massages.</p> <p>During this time, there were also some domestic servants and nannies of wealthy British families, who joined their employed in Britain when their stay in India had finished.</p>
<p><b>People from Africa</b> <b>1700</b></p> 	<p>A large number of people from Africa were brought to Britain largely on transatlantic slave ships, as the captain's share of the slaves the ship had carried.</p> <p>Slave ships stopped carrying people from Africa to Britain after slave trading was banned in 1807.</p>
<p><b>Russian Jews</b> <b>1881</b></p> 	<p>After 1881 Russian Jews suffered persecution in their home country, and British Jews led fundraising strategies to enable the Russian Jews to emigrate to the United States.</p> <p>Approximately 2 million Jews had left Russia by 1914, and around 120,000 had settled permanently in Britain.</p>

**If this activity is being carried out with KS5 students, it might be helpful to adapt it in the following ways:**

- Omit the beginning activity looking at famous people who are immigrants and refugees.
- Explore common myths about immigration and the welfare system, NHS, housing and job market.
- Hand out a half completed 'The History of Immigration' worksheet and ask the students to add in the rest of the information, during the sorting activity.

**Further sources:**

<https://fullfact.org/immigration/>

<http://refugeeweek.org.uk/resources/facts-figures-and-contributions/famous-refugees/>

<https://www.rescue.org/article/famous-refugees>

[http://news.bbc.co.uk/hi/english/static/in\\_depth/uk/2002/race/short\\_history\\_of\\_immigration.stm](http://news.bbc.co.uk/hi/english/static/in_depth/uk/2002/race/short_history_of_immigration.stm)

## Discussion point:

Ask young people to carry out research into the groups of people who have emigrated out of Britain throughout history.

Why have people emigrated from Britain? What experiences have they had in their host countries? On average, do more people immigrate to Britain than emigrate from Britain, or vice versa?

**Useful sources for research:**

<http://www.european-emigration.com/uk/>

<http://www.nationalarchives.gov.uk/help-with-your-research/research-guides/emigrants/>

<https://www.gov.uk/government/statistics/immigration-statistics-april-to-june-2017>

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/bulletins/migrationstatisticsquarterlyreport/august2017>

There are many excellent books that can be used to help young children to understand the concept of respect and bolster their acceptance of those with different faiths and beliefs. For example:

## My Own Special Way

By Mithaa alKhayyat and Vivian French

Little Hamda wants wear the veil, like her big sisters, but it's up to her to find her own special way and prove she's grown up, just like her sisters.



## The Romanian Builder

By Peter Prendergast

Joe had so many questions for the new builder: Which tool was the most important? What if you were afraid of heights? How do you put scaffolding together? He is really disappointed when he finds out that Radu doesn't speak any English. Now he will never find out about building – or will he?

## Ramadan Moon

By Na'ima B. Robert

Muslims all over the world celebrate Ramadan and the joyful days of Eid-ul-Fitr at the end of the month of fasting as the most special time of year. This lyrical and inspiring picture book captures the wonder and joy of this great annual event, from the perspective of a child.



These stories can be used in circle time, or as the impetus for philosophical enquiry.

For more information about Philosophy for Children visit: [www.sapere.org.uk](http://www.sapere.org.uk)

# Activity: Whose Religion?

**Key Stage:** KS2 & 3

**Time Required:** 1 hour

**Resources:** Statements and Venn diagram

## Aims:

- To provide young people with an understanding that there are lots of similarities between Christianity, Judaism and Islam
- To help young people to recognise that individual people practice their religion in many different ways

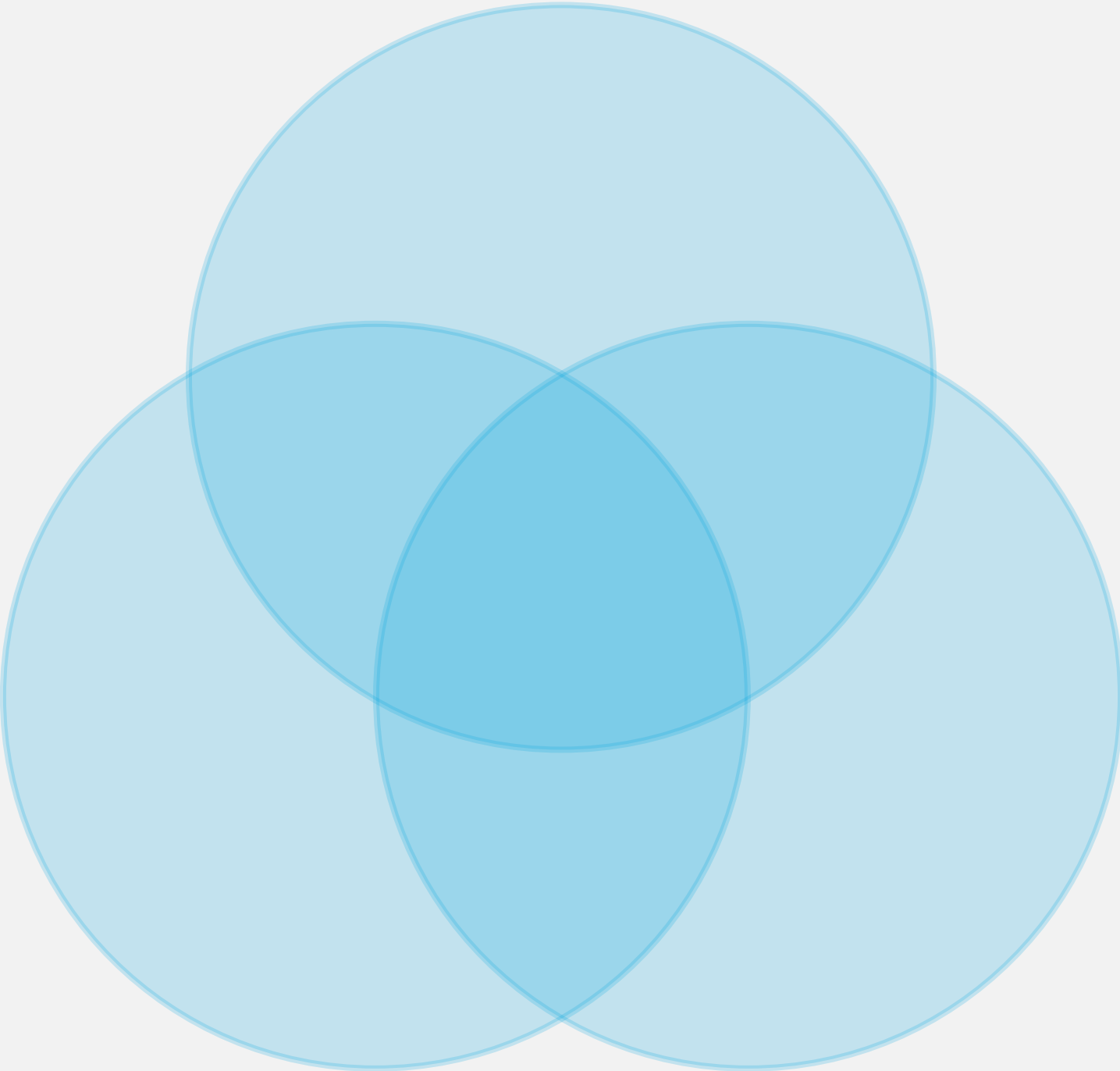
## Delivery:

Divide the young people into groups of four to six. Provide each group with a set of statements and a Venn diagram. Ask the young people to label one circle Islam, one circle Christianity, and the final circle Judaism.

Ask the young people what these three labels represent and what the people who follow each religion are called, then explain that you are going to hand out an envelope of statements and you want the young people to work in their groups to decide which religion the statement is applicable to, it may be applicable to one, two or all three religions. Once they have come to a group decision they should place the statement in the relevant part of the Venn diagram.

## Statements:

Religious book mentions the use of slaves	States that Jesus was a prophet	Has over 1 billion followers
Believe there is only one God	Has rules about how animals should be slaughtered	Holy book states that people can have salvation through belief in God and good deeds
Jerusalem is a holy place	Pray during worship	Holy book includes the ten commandments
Religion is divided into sects	Holds services in a holy building	Some branches wear head coverings
Has a sacred language	Holy book contains story of Noah's ark	Holy day is a Sunday
Has five pillars of faith	Holy book is the Torah	





**Answers:**

	Christianity	Judaism	Islam
Religious book mentions the use of slaves	x	x	x
Worship only one God	x	x	x
Jerusalem is a holy place	x	x	x
Religion is divided into sects	x	x	x
Has a sacred language		x	x
States that Jesus was a prophet	x		x
Has rules about how animals should be slaughtered		x	x
Pray during worship	x	x	x
Holds services in a holy building	x	x	x
Holy book contains story of Noah's ark	x	x	x
Has over 1 billion followers	x		x
Holy book states that people can have salvation through belief in God and good deeds	x	x	x
Holy book includes the ten commandments	x	x	x
Some branches wear head coverings	x	x	x
Holy day is a Sunday	x		
Has five pillars of faith			x
Holy book is the Torah		x	

Once the young people have completed the activity, facilitate a discussion about their answers asking for what evidence they can think of to support their decisions. Provide them with answers and evidence where they are struggling.

## Discussion points:

- Were there more differences or more similarities than you expected?
- What surprised you?

Provide the young people with some resources on each religion and ask each group to try to come up with four additional statements that they could add to this activity. Once the young people have done this ask them to look at the four statements that they have come up with again and think about whether these apply to the whole religion, or just some of the followers.

Ask each group to feed their statements back to the rest of the class and say whether each statement applies to the whole religion or just some followers. Ask the rest of the class if they agree with the group decision and their reasons for this. Support the young people to understand that statements such as "Pray five times a day" or "Believe in Adam and Eve" or "Go to the Synagogue every week" would not apply to every follower of each religion and that within each religion people have a wide variety of beliefs and ways of worshipping. Write the statements up on the board divided into each column.

- In what ways can believing that everyone who follows a particular religion is the same be harmful?
- How can learning more about different religions be helpful?

## Religion – Resources:

<http://www.bbc.co.uk/religion/religions/>

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion>

## Starting points for discussions about Multicultural Britain...

Photographs can provide useful starting points for discussions around multicultural Britain, and the benefits that living in a multicultural society can bring. Some sample photographs are included below.

## Discussion points:

- What do you see in the pictures? Can you see anything from another country which has contributed to the way of life in Britain?
- How have these things contributed to Britain? Have they influenced the way people do things in this country?
- What would Britain be like without these contributions? What are the advantages of having influences from other countries?
- Can you think of any other contributions to Britain from other cultures? How important are these contributions?

As a homework activity, young people could create a collage of photographs that they feel represent Britain for them and present these collages to the class.

## Discussion points:

- What images are the most common?
- In what ways do you think these images represent Britain?
- Do some images of Britain exclude some sections of the population?
- Should the government promote a particular image of Britishness? If so, what should this be?



## Discussion point:

Respect can mean different things to different people. What does respect mean to you? Is respect something that you should have for everyone, or is it something that is earned?

## Discussion point:

Do you think that harmony exists between different cultures and religions in the UK today? If not, why not? Do you think that communities are living together more or less harmoniously today than previously? Why? What could be done to improve how well communities live together in the UK? How can we challenge discrimination in society?



# Further Resources

**Amnesty International:** This resource enables teachers to explore the human rights of sexual and gender minority groups with children and young people: <http://www.amnesty.org.uk/resources/lgbti-rights-activity-pack>

**Amnesty International:** Right Here, Right Now. Teaching Citizenship Through Human Rights [http://www.amnesty.org.uk/sites/default/files/book\\_-\\_right\\_here\\_right\\_now\\_0.pdf](http://www.amnesty.org.uk/sites/default/files/book_-_right_here_right_now_0.pdf)

**Crown Prosecution Service:** [http://www.cps.gov.uk/about/schools\\_and\\_young\\_people.html](http://www.cps.gov.uk/about/schools_and_young_people.html)  
Teaching resources about rules, laws and the role of the courts for 5 – 16 year olds

**Go Givers:** [www.gogivers.org](http://www.gogivers.org) Resources and lessons suitable for primary school children, exploring political and economic issues

**HeadsUp:** [www.headsup.org.uk](http://www.headsup.org.uk) A moderated, online space for under-18s to debate the political issues important to them

**Hoax Slayer:** <http://www.hoax-slayer.net/> Hoax Slayer is a website which is dedicated to debunking email hoaxes, thwarting Internet scammers, combating spam, and educating web users about email and Internet security issues.

**Oxfam:** Your World, My World – Exploring the lives of five children around the world: <https://www.oxfam.org.uk/education/resources/your-world-my-world>

**Parliament UK:** [www.parliament.uk/education/](http://www.parliament.uk/education/) Games, resources and lesson plans on democracy, government and voting for Key Stages 2 and 5.

An election Toolkit to help teachers to run a mock election: suitable for secondary and college students: <http://www.parliament.uk/education/teaching-resources-lesson-plans/election-toolkit-download/>

Civil Liberties and personal freedoms – discussion activity suitable for A Level/Key Stage 5 <http://www.parliament.uk/education/teaching-resources-lesson-plans/personal-freedoms/>

A video introduction to parliament for KS2: <http://www.parliament.uk/education/teaching-resources-lesson-plans/introduction-to-parliament-ks2-video/>

A video exploring how bills are passed to make laws, suitable for key stage 3 -5 pupils: <http://www.parliament.uk/education/teaching-resources-lesson-plans/from-bill-to-law/>

**Show Racism the Red Card:** Anti-Racism Education Pack: <https://static1.squarespace.com/static/574451fe37013bd0515647ac/t/589b3df0725e250f864a6f32/1486568963500/the-red-card-education-pack.pdf>

**Snopes:** [www.snopes.com](http://www.snopes.com) An internet reference source for urban legends, folklore, myths, rumours and misinformation.

**The National Archives:** Bound for Britain – Experiences of Immigration to the UK <http://www.nationalarchives.gov.uk/education/resources/bound-for-britain/>

**UK Youth Parliament:** [www.ukyouthparliament.org.uk](http://www.ukyouthparliament.org.uk) The UK Youth Parliament is run by young people and provides opportunities for 11-18 year olds to use their voice in a creative way to bring about social change. There is also a Scottish Youth Parliament ([www.syp.org.uk](http://www.syp.org.uk)) and Funky Dragon ([www.funkydragon.org](http://www.funkydragon.org)) is the children and young people's assembly for Wales.

# FAQs

## **Does promoting Fundamental British Values involve doing work around patriotism?**

Promoting Fundamental British Values does not need to encompass work around patriotism. It has been suggested that the values are termed 'British' as they deem them values that everyone living in modern Britain should subscribe to, not that the values are intrinsically British. Undertaking work around identity and belonging can be important in developing pupils' self-esteem and sense of their position in the world, which can support them in developing mutual respect and tolerance of people with different faiths and beliefs. But any work in this area needs to be undertaken with care to ensure that it is inclusive of all pupils and provides an accurate representation of Britain's rich diversity.

## **How does the duty around Fundamental British Values apply to teachers and governors?**

Teachers or governors are required not to engage in 'conduct aimed at undermining Fundamental British values'. Cases have already been brought against both teachers and governors who are believed to have intentionally engaged in this conduct with a view to disqualifying them from future involvement in education.

## **What was 'Trojan Horse'?**

In 2013, an anonymous, undated letter entitled Operation Trojan Horse appeared; allegedly from an Islamic group in Birmingham spearheading a plot to create organised disruption, get rid of head teachers and leadership teams and replace them to ensure that schools adhered to strict Islamic principles.

The letter was a hoax, however, the 'plot' was rarely out of the headlines for months. In the wake of the publicity, the NAHT, Birmingham City Council and the DfE all held enquiries. Ofsted was sent into 21 schools to conduct snap inspections. Ofsted's handling of these inspections has been widely criticised, not least in a letter published in the Guardian from a group of educationalists who accuse the Ofsted inspectors of being ill-prepared and pursuing a political, non-objective agenda (<https://www.theguardian.com/education/2014/jun/03/education-experts-ofsted-trojan-horse-birmingham-schools>).

The investigations have not uncovered a plot, nor any evidence of criminality, but they have instead focussed on the religious practices in some of these schools. A DfE official was reported as saying, "religious conservatism is getting in the way of learning and a balanced curriculum".

As a result of these inspections, five schools were placed into special measures, four lined up for takeover and 11 others taken to task – mostly for not teaching children enough about the threat of terrorism and extremism. This included Gracelands Nursery School, whose intake are aged 2-4 years old (<https://www.theguardian.com/commentisfree/2014/jun/11/michael-gove-assault-on-schools-naked-discrimination>). In the wake of this affair the duty for schools to promote 'Fundamental British Values' was introduced as part of Spiritual, Moral, Social and Cultural education (<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>). In March 2015, the Education Committee slammed the Department for Education and Ofsted for their handling of the Trojan Horse affair (<http://www.bbc.co.uk/news/education-31905704>).

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# About EqualiTeach

EqualiTeach CIC ([www.equaliteach.co.uk](http://www.equaliteach.co.uk)) is a not-for-profit equality and diversity training and consultancy organisation working with education settings UK wide, helping to promote equality and tackle discrimination in the classroom.

We provide:

- CPD and INSET equality training for governors, teachers and support staff
- Interactive workshops with young people aged between 8 and 18
- Production and updating of policies, strategies and guidance documents
- Production of training and educational resources

We cover all areas of equality, including race and ethnicity, religion or belief, sex, sexual orientation, gender reassignment and disability. We enable schools to foster good relations, advance equality of opportunity and eliminate discrimination, ultimately creating environments where young people feel safe and able to achieve.






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