

**Learning Together to be Safe - Primary
Year 2 – Year 6**



**Centre for Urban Education
Institute of Education
Manchester Metropolitan University**

**Learning Together to be Safe
Lessons and Resources for Primary
Year 2 to Year 6**

Marilyn Eccles, Ingrid Cox and John Robinson

**Learning Together to be Safe - Primary
Year 2 – Year 6**

Contents	Page
1. Introduction	5-6
2. Principles	7
2.1 School leadership and values	8
2.2 Learning, teaching and the curriculum	8-9
3. Programme Outline	10-12
4.1 Unit 1 – Self and Others	13
4.1.1 Introduction	13
4.1.2 Year 2	13-14
4.1.3 Years 3 and 4	14
4.1.4 Years 5 and 6	14-15
4.2 Unit 2 – Rights and Responsibilities	16
4.2.1 Introduction	16
4.2.2 Year 2	16-17
4.2.3 Year 3 and 4	17
4.2.4 Years 5 and 6	17-18
4.3 Unit 3 - Building Peace	19
4.3.1 Introduction	19
4.3.2 Year 2	19-20
4.3.3 Years 3 and 4	20
4.3.4 Years 5 and 6	21
5. Resources	22
5.1 Resource reference 1 – Poems about Me and Us	22-24
5.2 Resource reference 2 – Poems from other cultures	25-27
5.3 Resource reference 3 – Key stages 1 and 2 Citizenship - Living in a diverse world	28
5.4 Resource Reference 4 – Key Stages 1 and 2 Citizenship - People who help us	28
5.5 Resource Reference 5 – Key Stages 1 and 2 Citizenship - School Grounds	28
5.6 Resource Reference 6 – Poem Song in Space by Adrian Mitchell	29
5.7 Resource Reference 7 - Background info about Adrian Mitchell	29
5.8 Resource Reference 8 – Earth from Space film from Mick Waters	30
5.9 Resource Reference 9. Johari’s window from the secondary set of resources	31-34
5.1.1 Resource Reference 10 All different all equal – labels	35-37
5.1.2 Resource Reference 11 - Dear Friend letter	38-39
5.1.3 Resource Reference 12 - Guess who’s coming to dinner	40-41
5.1.4 Resource Reference 13 - In our Block	42-45
5.1.5 Resource Reference 14 -Understanding Origins	46-47
5.1.6 Resource Reference 15 - Understanding Racism	48-49
5.1.7 Resource Reference 16 - Where is this Place?	50-52
5.1.8 Resource Reference 17 – Man’s Inhumanity to Man	53-55
5.1.9 Resource Reference 18 – Key Stages 1 and 2 Citizenship - Moving on - how can we help others who are new to this school	56
5.2. Resource Reference 19 – How is the community my responsibility and how can I make a difference to my community?	57
5.2.1 Resource Reference 20 – The Right to be Heard	58
5.2.2 Resource Reference 21 – Citizenship at Key Stages 1 and 2	59

Learning Together to be Safe - Primary Year 2 – Year 6

- Activities to help develop children’s participation skills	
5.2.3 Resource Reference 22 - Citizenship at Key Stages 1 and 2	59
- Choices	
5.2.4 Resource Reference 23 – UN Convention on the Rights of a Child	60-61
5.2.5 Resource Reference 24 - Hear by Right	62
5.2.6 Resource Reference 25 - Listen and Change	62
5.2.7 Resource Reference 26 - Article 12 Scramble instructions	63
5.2.8 Resource Reference 27 – Article 12 Scramble Powerpoint	63
5.2.9 Resource Reference 28 – Citizenship Key Stages 1 and 2 -Children’s rights, fairness and taking responsibility	63
5.3 Resource Reference 29 - Planet Mingo	64-67
5.3.1 Resource Reference 30 - Rights Respecting Schools	68
5.3.2 Resource Reference 31 – Citizenship Key Stage 1 and 2 – Respecting Property	68
5.3.3 Resource Reference 32 – Sustainable Schools	68
5.3.4 Resource Reference 33 - Citizenship Key Stages 1 and 2 – What’s in the news and the way the media handle the news	68
5.4 General Resources to support the Knowledge and Understanding of School Staff and Educators	69
5.4.1 Resource Reference 1A - Big Picture 2008 – QCAs big picture of the curriculum	69
5.4.2 Resource Reference 2A - Improving Opportunity, Strengthening Society. Progress Report on Race Equality and Community Cohesion	69
5.4.3 Resource Reference 3A – Better Together – People in the Health Services to build more Cohesive Communities	69
5.4.4 Resource Reference 4A - Talking to kids about terrorism	69
5.4.5 Resource Reference 5A - Audit tool – QCA tool to determine if your school has respect for all	69
5.4.6 Resource – Books – A list of books	69
5.4.7 Resource – Children and Young People - What’s Changed? – A participation outcomes tool	69
5.4.8 Resource - Cattle Report 1- Report on Community Cohesion	69
5.4.9 Resource - Cattle Report 2 - Report on Community Cohesion	69
5.5 Resource – DCSF Guidance on the Duty to Promote Community Cohesion	69
5.5.1 Resource – Guidance on the Duty to Promote Community Cohesion	69
5.5.2 Resource – Icoo prospectus	69
5.5.3 Resource – Association for citizenship teaching –Identity, Diversity and Citizenship – a critical; review of educational resources	70
5.5.4 Resource Reference - Urban Contradiction	71
5.5.5 Resource Reference – Salford Road	72
5.5.6 Resource Reference – Our school	73-75
5.6 A set of OfSTED guidance papers	73-75
5.6.1 Resource Reference 1B – Community Cohesion Guidance	76
5.6.2 Resource - Ofsted Annual Report 2007/08	76
5.6.3 Resource – EAL guidance for inspectors	76
5.6.4 Resource –Engagement with parents/carers – guidance for	76

Learning Together to be Safe - Primary Year 2 – Year 6

inspectors	
5.6.5 Resource - Equalities Guidance for inspectors	76
5.6.6 Resource – Governance briefing for inspectors	77
5.6.7 Resource - Healthy Lifestyles – briefing for inspectors	77
5.6.8 Resource – Inspections of safeguarding and looked after children services	77
5.6.9 Resource – Partnerships Guidance briefing for inspectors	77
5.7 Resource - Pupils questionnaire KS2	77
6. Information and guidance for school staff on school self evaluation and community cohesion	77
6.1 Background information	77
6.1.1 Ofsted	77-80
6.2 Community Cohesion	80-84
6.2.1 What does a school need to consider in promoting community cohesion?	84-86
6.2.2 Additional websites of interest	86-87
6.2.3 Community Cohesion – a checklist for school leaders and governors	87-88
6.2.4 Valuable links and websites	89
6.2.5 Diversity and Equality	90
6.2.6 Curriculum approaches to the promotion of community cohesion	90
6.2.7 Cohesion work throughout the curriculum	90
6.2.8 Learning about diversity through citizenship	91
6.2.9 Learning to understand and appreciate diversity through religious education	91
6.3.1 RE and community cohesion	91
6.3.2 The global dimension	91-92
6.3.3 Identity and cultural diversity	92
6.3.4 Valuing diversity and challenging racism through the curriculum	92
6.3.5 Race Equality	93
6.3.6 Schools and race equality legislation	93-94
6.3.7 Promoting racial equality	94-95
6.3.8 Equality and the curriculum	95-96
6.3.9 Race equality policy impact assessment	96
6.4 Assessing impact on pupils, staff and parents	96-97
6.4.1 Selecting resources	97-98
6.4.2 Useful resources/links	98
6.4.3 Books, articles and guides	98-99
7. Further information	100
7.1 About the Centre for Urban Education	100

Learning Together to be Safe - Primary Year 2 – Year 6



1. Introduction

Since 2003, the UK government has had a strategy in place to counter the threat to this country and to our interests overseas from international terrorism. The strategy is known as CONTEST and its aim is 'to reduce the risk to the UK from international terrorism, so that people can go about their lives freely and with confidence'.

This strategy for challenging violent extremism has four dimensions; Prepare, Prevent, Protect and Pursue and in June 2008 the Government published guidance to local partners on preventing violent extremism, which stressed the importance of empowering learners to come together, with their families and members of the wider community, to expose and challenge such extremism.

Violent extremism can stem from any ideological base, from white extremism through animal rights and ecological beliefs, to a binary world view derived from a particular understanding or interpretation of a faith system. To help teachers further understand the implications of violent extremism and the Prevent strategy for their school communities the DfCSF published a toolkit, 'Learning together to be safe'

This resource pack has been created to work under the Prevent dimension of the strategy, to reduce the likelihood of young people becoming radicalised and then engaging in any form of violent extremism. It seeks to build on, and support, the aims of the DfCSF toolkit by identifying the key issues raised and suggesting resources that might be used in schools to support teachers who wish to address these issues without being directly confrontational.

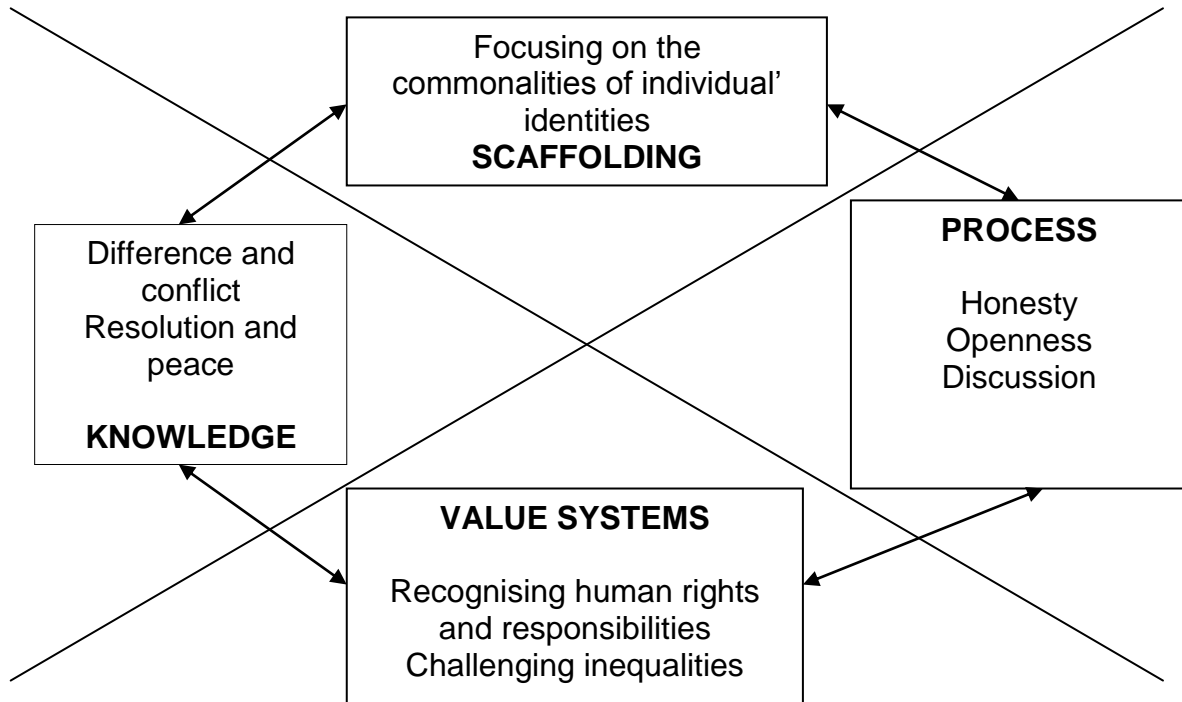
What we are suggesting here, in these lessons and resources, is not a blue print for action to be followed, but rather a set of ideas that can be explored with young learners together with some materials to support their learning journeys.

In devising these materials the developers have drawn upon the model created by Lynn Davies (2008), based on a significant level of research into ways of educating about extremism. Davies proposes a model of educational practice that draws upon four interrelated elements – knowledge, process, scaffolding and value systems. These are expressed in the diagram below. It is not possible to address all the issues in Davies' model in the ideas suggested in this resource pack, however, we believe that this pack offers a significant step along the way to addressing extremism concerns. These materials have been developed from a perspective that argues that such issues can be approached by the youngest of learners if handled sensitively and with appropriate support.

What is also clear from the model is that it is a whole school approach that is required and we discuss this in more detail below.

What follows in this resource pack is an explanation of the principles that underpin this model (including whole school issues) followed by an outline of the programme and its intended outcomes. The pack then includes three units of learning – 'Self and others', 'rights and responsibilities' and 'Building peace'.

Learning Together to be Safe - Primary Year 2 – Year 6



(Adapted from Davies, 2008, p. 181)

We close the pack with some suggestions as to how these learning and teaching experiences can be reported through a school's self evaluation processes to indicate school development. However, the important thing to remember when approaching these materials is to use them sensitively because the messages that they can convey are more important than their actual content.



2. Principles

Extremism affects individuals and communities and can be a catalyst for alienation and disaffection, potentially leading to violence. There is a need to empower children to come together, with their families and the wider community, to expose extremism to critical scrutiny and reject violence and cruelty in whatever forms they take, whether it be from terrorist influence groups, extreme fundamentalist groups, racist and fascist organisations and far-right extremism groups. This develops over time and through understanding gained from exposure to ideas and experiences within many curriculum areas and aspects; in particular citizenship, PSHE, RE, literacy, history and sustainability education. This needs to start in the primary school so that children begin early to understand the concepts and develop the emotional intelligence to act appropriately. Children need to be equipped with the knowledge, skills and ability to reflect on and be reflexive about this debate. It is therefore essential to give them the opportunity to learn about different cultures and faiths and to debate shared values, so as to enable them to become involved in decision-making about important and real issues. It is real people, concerned with real tasks in real places that can make a difference.

So the task facing all schools is to:

- raise awareness;
- provide information;
- enable children to make a positive contribution;
- protect the wellbeing of young people; and
- help manage risks.

In order to do this there are at least five elements to a whole school approach:

- understanding how to challenge the extremism narratives that can lead to harm;
- understanding how to prevent harm;
- understanding how to support vulnerable individuals;
- increasing the resilience of children and their communities; and
- allowing grievances to be aired.

A whole school approach would involve:

- focusing on the leadership and values of the school;
- focusing on learning, teaching and the curriculum;
- focusing on learner support processes; and
- focusing on the management of risks and responding to events.

This resource pack focuses on how Greater Manchester Police, as an external agency and partner to schools in Greater Manchester, can support primary schools to focus on **school leadership and values** and **learning, teaching and the curriculum** to address the issues outlined above.

Learning Together to be Safe - Primary Year 2 – Year 6



2.1 School leadership and values

In approaching the issues outlined above through an entry point of school leadership and values, schools need to:

Uphold a clear ethos that is based on

- the promotion of human rights, equalities and freedoms under the law
- the promotion of critical scholarship
- meeting the social and emotional learning needs of children
- the promotion of a shared culture of openness and pluralism
- the promotion of a strong sense of belonging
- challenging harmful behaviours

Promote the core values of a democratic society and model the processes by

- upholding rights
- promoting due process
- modelling participatory and representative democracy
- modelling positive problem solving

Build staff understanding of the roles and develop confidence in their skills by

- increasing staff awareness of local issues
- providing a safe place for discussion
- promoting the wellbeing of learners
- playing relevant roles in targeted and specialist provision
- responding appropriately to events

Deepen engagement with the communities that the school serves by

- being open
- being an active partner
- encouraging learners as citizens
- respectful engagement with families and community groups

2.2 Learning, teaching and the curriculum

In approaching the issues outlined above through an entry point of learning, teaching and the curriculum also requires some thought to be given to teacher style. A curriculum and pedagogy for young people to support them in achieving the goals outlined above requires:

- promoting knowledge, skills and understanding to build the resilience of learners;
- exploring controversial issues;
- recognising local needs;
- challenging extremism narratives;
- promoting universal rights;
- promoting critical analysis; and

Learning Together to be Safe - Primary Year 2 – Year 6



omoting pro-social values.

Focusing on the curriculum requires schools to address the causes of violent extremism. Broadly speaking this involves three main elements – understanding the potential impacts of contact with recruiters, secondly, understanding the potential impacts of access to violent extremism materials and, thirdly, developing the skills to challenge the use of extremism narratives. Researchers have identified common elements that are likely to contribute to young people joining extremist groups. These include:

- ideology and politics;
- provocation and anger;
- need for protection;
- seeking excitement and action;
- fascination with violence, weapons and uniforms;
- youth rebellion;
- seeking family and father substitutes;
- seeking friends and community; and
- seeking status and identity.

Therefore in order to meet the needs of young people in facing issues relating to violent extremism the curriculum needs to: recognise local needs: challenge and build resilience towards extremism and promote human rights: develop learning and teaching strategies need to explore controversial issues and external groups need to support learning in and out of school. Schools already do a number of things to contribute to these goals such as helping learners develop knowledge of religion, history, geography, citizenship, critical awareness of the role of different media and current affairs. Schools also help learners develop the skills to critically evaluate controversial issues. They provide safe places for learners and they provide opportunities for learners to meet people from backgrounds other than their own.

Any proposed curriculum innovation relating to ‘Learning Together to be Safe’ needs to be cognisant of the aims and structure of the Key Stage 1 and 2 curriculum requirements. The National Curriculum requires that schools help learners become:

- responsible citizens;
- confident individuals; and
- successful learners [See Resource Reference 1A].

These resources need to work with and alongside existing schools’ practices and other appropriate programmes such as ‘Miss Dorothy’ by drawing on the relevant concepts, range and content, processes, and curriculum opportunities in, for example citizenship and PSHE. There is a need for as many subjects as is possible in the curriculum to address these issues. There is also a need to take into account the cross-curricular dimensions of the curriculum – media and technology, the global dimension and sustainable development and identity and cultural diversity. These resources also need to address the social and emotional aspects of learning (SEAL) and the relevant personal learning and thinking skills (PLTS) development including

Learning Together to be Safe - Primary
Year 2 – Year 6

helping children become reflective learners, effective participators and team workers.

Learning Together to be Safe - Primary Year 2 – Year 6



3. Programme Outline

LTTBS Primary is made up of two parts.

- The first part is a series of themes accompanied by suggested learning and teaching guidelines and identifying resources, or links to resources, that can be used to support these learning and teaching guidelines.
- The second part is made up of the resources referred to in the first part and additional resources which teachers may want to access to either support their knowledge and understanding or that of the children in their care. Some of these resources are lists of books and website links.

All the materials illustrate the principles of Learning Together to be Safe and can be delivered either as discrete programmes or as part of other curriculum areas such as citizenship, PSHE, RE, literacy and history. LTTBS Primary focuses on three of the main pedagogic principles that underscore Learning Together to be Safe and these are:

- Self and Others
- Rights and Responsibilities
- Building Peace

These incorporate a number of other pedagogic principles underpinned throughout by the use of the curriculum as a way in:

Self and others

- Knowing and being yourself and knowing others – who am I and who do I want to be ?
- Similarities and differences
- Tolerance of others – what do we do about things that we should not tolerate?
- Communities - I have a part to play as an individual and as a member of a community

Rights and Responsibilities

- Understanding rights and responsibilities
- Participation rights and responsibilities
- Citizenship

Building Peace

- Keeping ourselves and others safe
- Dealing with anxiety and fear
- Ideological blindness

One of the starting points to explore these principles must be the **QCA's Citizenship Curriculum** which has significant links with the themes outlined above.

Learning Together to be Safe - Primary Year 2 – Year 6



The majority of children are anticipated to have achieved Level 2 in citizenship at the end of Year 2:

Pupils ask questions to find out about the different groups and communities they belong to. They select information from given sources to find answers to these and other questions. They discuss what is fair and unfair in different situations and identify the difference between people's needs and wants. They identify similarities and differences between themselves and between the communities to which they belong. They give opinions about their communities and issues that affect them and how things might be improved through the actions that they or others might take.

Some children may not have made as much progress and will have achieved Level 1:

Pupils ask questions about issues that affect their communities and share their ideas with others. They begin to recognise that all people have needs and wants. They identify some of the groups and communities they belong to and recognise some differences between people in their community. They take part in some of the decisions that affect them and their communities.

And some children will have progressed further and have achieved Level 3:

Pupils begin to explore issues that affect people in their neighbourhood and wider communities in different ways. They find answers to questions using different sources. They present their ideas to others and begin to acknowledge other viewpoints. They recognise that in a democracy people have a say in what happens locally and nationally. They describe some of the rights and responsibilities people have towards each other and the environment and are aware rights can conflict. They describe some of the different features of their communities and how they are changing. They identify what things could be done to change things in communities, plan some action and take part in decision making activities with others, in familiar contexts.

During Years 3 and 4 there will be continued learning across Levels 2 and 3 but some children will progress further to Level 4;

Pupils investigate issues involving communities using a range of sources. They identify different viewpoints involved. They make informed contributions to discussions and debates giving some reasons for their view. They begin to explain some of the different ways in which people can participate in democracy in the UK and how they can change things. They discuss what is fair and unfair and describe how justice is applied in some situations. They explore situations where rights compete. They identify some of the diverse groups and communities in the UK and the wider world and begin to explore how these relate to their own identities and communities. They work with others to plan and carry out a course of action to address issues that they feel are significant in their communities.

Learning Together to be Safe - Primary Year 2 – Year 6



During Years 5 and 6 there could be a range of learning across all the levels but some children will progress further to Level 5:

Pupils use different methods of enquiry and sources of information to investigate issues. They identify a range of viewpoints, weighing up different ideas, and draw some conclusions. They communicate their arguments clearly, giving relevant reasons for their opinion. They describe key features of the political and justice systems in the UK and consider what is fair and unfair to groups in different situations. They describe situations where rights or interests conflict and need to be balanced. They give examples of how the UK is a diverse society and is interconnected with the wider world. They work with others from the wider community to plan and carry out actions aimed at making a difference to the lives of others. They explain the impact of actions taken.

This resource pack will support the delivery of these outcomes and when completed:

- the children will ask questions about issues that affect their communities and share their ideas with others
- they will begin to recognise that all people have needs and wants
- they will identify some of the groups and communities they belong to and recognise some differences between people in their community
- they will take part in some of the decisions that affect them and their communities

All the resources in this pack and many more are available for downloading from the internet. We have brought a large number together in one place to help you find the most relevant ones quickly. Some of these resources provide you with much more guidance and information on the principles behind this work and if you wish to gain even more knowledge and understanding of this area then they are worth reading in detail. These include Resource References in Section 5.

The pack suggests the use of poetry and literature as a way in to support the children's understanding of the concepts and ideas and also to challenge their thinking. You might like to create a poetry anthology of published poems and those written by the children as part of the work you do or write reviews on any of the books read.



4.1 Unit 1 – Self and Others

Throughout this Unit you are working towards the following aspects of SEAL and PLTS

- It's good to be me,
- Relationships.
- Exploring feelings and emotions in a positive way
- Being a reflective learner
- Being a team worker

Poems to use to support this Unit are:

- Poems about Me and Us [Resource Reference 2]
- Poems from Other Cultures [Resource Reference 3]

Some of the General Resources which support this Unit:

- Resource Reference 2A - Progress report on Race Equality and Community Cohesion
- Resource Reference 3A – Better Together Publication – People in the Health Services to build more Cohesive Communities
- Resource reference 1B – Ofsted Community Cohesion Guidelines

4.1.1 Introduction

This Unit has two main areas of focus:

1. It begins by helping the children to understand that whilst we are all people we are also all individuals. This means we have many similarities but also some differences and we need to understand that everyone's differences are their own and special to them and that it is up to us to be understanding of those differences. This will involve exploration of different faiths, cultures and beliefs and an understanding of tolerance.
2. The unit then moves on to the fact that we all live in communities which can be made up of many other communities; the children attend a school which is one community and within that there may be children who come from other countries, some may have another culture, some may worship in different places and some may participate in different activities outside school hours such as a local choir or local football team. All of these are communities which have equal right and we should be interested in knowing about them and living and working in peace with them.

4.1.2 Year 2

In Year 2 the first phase of this work will involve exploring one aspect of **knowing self and others**. There are a number of good activities described on page 3 of Resource Reference 3 on **how we are the same and how we are different**. These include Circle Time activities; work with a learning partner and whole class activities.

Learning Together to be Safe - Primary Year 2 – Year 6



This then leads into work on living in a community which is part of other communities. The activities described on page 4 of Resource Reference 3 in the section entitled **What are communities like** can all be used to support the children's understanding of these concepts.

In order to emphasise the idea of self and others it can be reinforced by thinking about the fact that **I am a member of a community and I have a role to play**. The children can be challenged to consider what they can do in their communities to keep them happy. Some schools have developed themselves as a singing community in order to create a purposeful and positive atmosphere in the school and give it a sense of belonging and purpose. You might want to look consider becoming a **singing school** and resources at the website www.singup.org will help you with this.

4.1.3 Years 3 and 4

It is important that the children begin to develop a clear sense of their own identity and have the view that **it is good to be me**. This not only links with the citizenship curriculum but also the social and emotional aspects of learning. You can use Howard Gardner's work on **multiple intelligences** to reinforce the idea that all the children have particular skills, abilities and talents. You might even consider doing a talent show to emphasise some of the different talents the children have.

Another aspect of identity which builds on the work in Year 2 relates to the fact that **we live in a diverse world**. Again you can access a number of ideas from Resource Reference 3 on how we are the same and how we are different. In Years 3 and 4 this can be extended so that you begin to explore what **different places are like** [ideas in Resource reference 3 page 6] and how that might impact on our identity.

Finally, continuing the theme of community the children now need to consider how they can **make a difference in their community**. They can do this by considering what things they like about their surroundings and what they can do to improve them [Ideas on page 9 of Resource Reference 4]. The children may decide to carry out a project which supports their school community or the wider community in the neighbourhood of the school. There are some ideas for improving the school grounds in Resource Reference 5.

4.1.4 Years 5 and 6

To begin the exploration of **Self and Others** in Years 5 and 6 a good starting point would be the poem **Song in Space by Adrian Mitchell** [Resource Reference 6 and 7] with the backdrop of the **Earth from Space DVD** [Resource Reference 8] which demonstrates amongst other themes that we are all from one community – we are all children of Mother Earth.

Whilst being part of this world community we are also individuals with our own identity. The learners can begin to move into this area by exploring **knowing self and knowing others** and even into the concept of **being self**.

Learning Together to be Safe - Primary Year 2 – Year 6



An exploration of **Who am I and Who do I want to be?** can be carried out by using **Johari's window** [Resource Reference 9].

This then leads into an exploration of the fact that whilst we all have our own identity and are all different we are actually all people who have needs and wants and therefore have many similarities and are all equal. Resources to help explore this idea include:

- **All different, all equal – labels** [Resource Reference 10], and/or **Dear Friend Letter** [Resource Reference 11], and/or **Guess who's coming to dinner** [Resource Reference 12] and/or **In our Block** [Resource Reference 13]. There are all lesson plans which seek to make learners aware of the powerful influence of stereotypes, not just in how others treat us, but in the impact this can have on our self-esteem and behaviour.
- **Understanding Origins**, Resource Reference 14, **Understanding Racism** Resource Reference 15 and **Where is this Place?** Resource Reference 16 all lesson plans which explore issues of race and racism.
- **Man's inhumanity to man** [Resource Reference 17] – a lesson plan aimed at helping learners to understand that everybody is of equal worth and deserves equal respect and it does this by examining extracts from the Diary of Anne Frank. It helps the learners to identify bigotry and prejudice as the children encounter it in their own lives and helps them consider issues such as fair and unfair and right and wrong. It also helps the children to combat bigotry and prejudice and recognise the worth of all people.

This takes us into a consideration of the term **tolerance** which is defined in the dictionary as “a fair, objective, and permissive attitude toward opinions and practices that differ from one's own.” This exploration of the fact that people may have different views and practices could clearly link appropriate RE work going on in the class and any cultural studies taking place. You might also want to use the materials in Resource reference 18 on “How can we help others who are new to our school”. This helps the children to think about how we make all newcomers welcome to our school community.

Talking about **tolerance** and appreciating that different people have different views and practices should lead to a discussion about “**what should we do about things we cannot tolerate**”. Returning to one of the principles of LTTBS Primary the class needs to agree that practices that hurt or upset others cannot be tolerated. If children or adults they know are talking about violence and extremism then they need to get help. Materials are available in Resource Reference 4 on People who Help Us.

Having looked at identity and differences and similarities within a community the children need to consider their role in the community looking at questions such as “**How is the community our responsibility?**” and “**How can I make a difference in my community**”. Resources are available in Resource Reference 19 to help with this work. You might even like to get the children making a difference to their school community by starting a project such as transforming a part of the school grounds and working as a school to do it [see Resource Reference 5].



4.2 Unit 2 – Rights and Responsibilities

Throughout this Unit you are working towards the following aspects of SEAL and PLTS:

- Negotiation and communication
- Being an effective participator

Stories to use with the children are listed in the Resource Reference 4A entitled Talking to Kids about Terrorism:

4.2.1 Introduction

This Unit explores two main themes, the concepts of rights and responsibilities and the premise that if my community is going to be a good place to be then I have to participate and contribute to making it that way. It is not always down to someone else to make things happen everyone has to play their part. I also have to understand that I sometimes I may need to compromise.

4.2.2 Year 2

In Unit 1, **Self and Others**, the children are developing their understanding that the community they live in is diverse, there are differences and similarities between people and that everyone is entitled to their own view as long as it does not hurt or upset others. They also begin to consider that they have a role to play in the communities they belong to.

Moving on from this understanding that the world is made up of individuals the children should explore the fact that all these individuals, including them, have certain rights. These **rights also bring responsibilities**. So whilst they have the right to have their say and be listened to they do not have the right to act on their views in a way that may hurt or upset others. If the children have the right to express their view then they need to participate in discussion and decision making.

These skills are currently being developed in primary schools during Circle Time when the children are encouraged to share information about what they have been doing, how they are feeling and their views on things happening in the class or the school. The principles behind this work are described in full in Resource Reference 20, a document entitled **The Right to be Heard**.

This links with the development of understanding participation rights and responsibilities. In Key Stage 1 children participate in Circle Time which helps them understand it is important to speak and to listen. In some cases the Circle Time may be about decision making in the classroom, for example, what story do the children want to read as a class that day? Or it might be helping the School Council to make a decision by giving their views on an area for development, for example, the values being developed in the school. There may even be a School Council representative in

Learning Together to be Safe - Primary Year 2 – Year 6



Class who will be responsible for feeding back the views of the class to the rest of

the School Council so needs to listen and participate. There are some good Circle Time activities described in Resource Reference 21 on **participation skills** and 22 on choices and **decision making**.

4.2.3 Year 3 and 4

In Years 3 and 4 the children's ideas on rights and responsibilities should be developed further. The class may already have a set of class rules and these could be considered for their impact on everyone's rights and responsibilities. For example, the rules may state that the children should listen when others are speaking to them and when they examine the reason for this they may identify that this is because everyone has the right to learn in that classroom. There may also be a rule that everyone should keep their hands to themselves and the children could tell you that this is so no one is hurt. The idea that **no one has the right to hurt anyone** could be reinforced here and that it is everyone's responsibility to make sure this doesn't happen. This will support the anti-bullying policy in the school and this can be used as a major example of supporting rights and responsibilities. So from the class set of rules the children could create a class list of rights and responsibilities and they can then take a look at the **UN Conventions of the Rights of the Child** [Resource Reference 23] .

One of the most significant rights of the child coming out of the UN Conventions on the Rights of a Child is the right for children to be heard. This must be part of a whole school approach and embedded in the values of the school. The Resource Reference 24 called **Hear by Right** provides teachers with a mapping and planning tool designed to ensure that the school has in place effective policies and procedures for ensuring children are heard, listened to and encouraged to participate in decision making. It also provides the reasons for developing participation in school. The children should begin to explore this and there are many ideas in Resource Reference 21.

In the work the children are doing on the community and their role in supporting the community they can examine at this stage the way in which everyone plays a part in the **smooth running of the school community**. They could look at the different roles of the school staff, what they do as children to help, their behaviours and attitudes, the jobs they do around the class and school, giving out materials, talking the register to the office, taking their trays back after lunch, what their parents, carers and families do and what visitors to the school do. They can think about what would happen if they all didn't play their part. They could create a big map of the ways in which everyone helps.

4.2.4 Years 5 and 6

Once the children reach Years 5 and 6 they should be exploring in more depth participation rights and responsibilities. You can use Resource Reference 25, **Listen and Change**, a guide to children and young people's participation rights. One activity which raises discussion and debate is the Article 12 Scramble [Resource References 26 and 27]. There are also a number of activities in Resource Reference 28 on

Learning Together to be Safe - Primary Year 2 – Year 6



Children's rights, fairness and taking responsibility. It may also be appropriate to explore the children's views on an unfair society and Resource Reference 29 entitled

Plant Mingo can help you do this.

As a school you might like to consider how the principles set out in UNICEF UK's Rights Respecting School Award would enable you to adopt a whole school approach towards issues of rights, respect and responsibilities. The award celebrates your achievement but the process is the most important thing for you to undertake. Those primary schools who have adopted this approach have noticed improvements in attitude, behaviour and outcomes evidenced in Ofsted inspections. This would be an appropriate age to invite the children to participate in the development of the school in this way. Resource Reference 30 gives more information about **Rights Respecting Schools**. As part of this work you may like to get ideas from Resource Reference 31 on **respect for property** and therefore respect for the community.

One of the guiding principles behind Learning Together to Be Safe is that of developing respect for all. The QCA Audit Tool in Resource Reference 5A allows you to determine what is happening in your school and what else you should be doing to ensure **respect for all**.

Using the diversity of the class it would be good to discuss if the children know of any specific cultural or religious rights and responsibilities. This will allow the children to share with you any rights and responsibilities they know about which could open up further debate and discussion. Some may talk about their rights, for example the right to have pocket money each week, some may talk about their responsibilities, they may have a grandparent living with them and the child may have some caring duties. There may be a cultural responsibility to visit another country which the children may be excited about or may be worried about.

Learning Together to be Safe - Primary
Year 2 – Year 6





4.3 Unit 3 - Building Peace

Throughout this Unit you are working towards the following aspects of SEAL and PLTS:

- Changes,
- Negotiation and Communication
- Being independent enquirers
- Being reflective learners
- Being team workers

Stories to use with the children are listed in the Resource Reference 4A entitled Talking to Kids about Terrorism:

Poems to use are in Resource References 5.5.4 to 5.5.6:

- Urban Contradiction and about the poem
- Salford Road
- Our School

4.3.1 Introduction

The children have already worked through in the other units the premise that if our community is going to be peaceful and a happy place to be then everyone has to do their bit in a way that achieves this and doesn't hurt or upset anyone.

Everything we do involves making choices, sometimes choices are easy and sometimes they are hard. Sometimes it is really hard to stand up to our friends if we believe they are doing something wrong.

The children have thought about themselves and others and how they live in their community together, they have thought about how they have the right to have a say and be listened to and that with that comes the responsibility to participate and give their view but never in a way that means we hurt someone or upset them. **We must never use violence to get our own way.**

In this Unit the children are going to explore how they need to remember these things when they are to make choices in life that enable **communities to build peace.**

All our actions require us to make a choice and all of them result in a consequence. There is further work on this in the Primary Resource Pack Community Champions. A copy of this is available from Greater Manchester Police.

4.3.2 Year 2

One of the ways in which you can get into this theme of making choices and not using violence to get your own ends with this age group is through the story of the Gunpowder plot which can be covered as part of the history curriculum. This was an **early act of violent extremism** because Guy Fawkes and his comrades decided they



wanted the country to become Roman Catholic again by displacing the Protestant Rule of England. They attempted to blow up the Houses of Parliament while the King and a great number of other people were inside. The plot was foiled by the authorities who discovered Guy Fawkes guarding the gunpowder set to blow up Parliament. There are a great number of excellent picture and video resources available on the internet as well as all the history resources available to support this theme.

The next step is to introduce the children to the concept of **making choices and decision making**. This can be done by using the Resource Reference 22 which has a section on choices and decision making. You can also link work on choices to any work the school is doing on **Healthy Lifestyles** through such schemes as the Healthy School Scheme.

Finally at this stage it is important to remind the children of what to do if they are worried about something which they think may not be right, if a friend is unhappy or being bullied or if they see something in their community that makes them worried. The school will have an anti-bullying policy which you can promote with the children but there are also ideas in Resource Reference 22 on **keeping themselves and others safe**.

4.3.3 Years 3 and 4

In Years 3 and 4 it is appropriate to explore more fully the idea of making choices. Again there are a number of activities that the children can participate in Resource Reference 22. One way of exploring the importance of choice with children in Years 3 and 4 is through the introduction of the concept of **sustainable schools and sustainable communities**. This involves all individuals making choices about the way they live that will have an impact of the world that the children live in now but, even more importantly, the world they will live in the future. To do this you may want to consider becoming a sustainable school and Resource Reference 32 is an introduction to doing just that. This document outlines the **Eight Doorways to becoming a Sustainable School by 2020** and this could form part of your work. What small steps are the school going to take everyday to move you nearer to each doorway? The children could make decisions on how they as an individual, a class and a school community can move in the right direction. This covers individual and group rights and responsibilities, making choices and decision making.

In this unit it is important to explore the theme of making hard decisions. The children could look at or devise some scenarios which may lead to them having to make a decision which is going to be hard for them. So what would they do if they knew a friend of theirs was bullying someone: what choices might they have and which of these choices would be hard? What do they think they should do? What would they do if they knew an older brother or sister carried a knife? Who would they go to for help? The resources in Resource Reference 22 on keeping themselves and others safe will help with this. In the work the children are doing on the community and their role in supporting the community they can examine the way in which everyone plays a part in the running of a peaceful and safe school community.



4.3.4 Years 5 and 6

In Years 5 and 6 the children should begin to look at **what's in the news**. This gives them the chance to talk about some of the things that worry them, like the wars in different parts of the world and acts of violent extremism. Using Resource Reference 33 the children can look at this in more detail and explore the idea of bias in writing in line with the literacy curriculum. In addition the ideas in Resource Reference 4A on talking to children about terrorism will provide lesson content to help you tackle the issues of violence and the fears and anxieties the children they may have.

The idea of **sustainability** should be developed further in Years 5 and 6. The children can build on the ideas they had in Years 3 and 4 about ways in which the school can develop towards the 8 Doors of Sustainability. So in Years 3 and 4 the children may have looked at what they can do in their class to improve energy efficiency and the small step they may have agreed on is to switch off all the lights every time they leave the room. In years 5 and 6 the children could begin to look at the energy bills for the school and encourage all the children and staff to switch off the lights and monitor any changes to the bills. Many more ideas can be found in Resource Reference 32.

This is where the children need to be extending their thinking to take in **sustainable communities** as well as sustainable schools. If communities are to be sustainable then everyone needs to play their part in creating a peaceful, cohesive community. One way in which schools can do this is by seeing themselves as part of their community inviting the community into the school to share their culture and going into the community to offer their services and help.



5. Resources

5.1 Resource reference 1 – Poems about Me and Us

Me I Am!

I am the only ME I AM
who qualifies as me;
no ME I AM has been before,
and none will ever be.

No other ME I AM can feel
the feelings I've within;
no other ME I AM can fit
precisely in my skin.

There is no other ME I AM
who thinks the thoughts I do;
the world contains one ME I AM,
there is no room for two.

I am the only ME I AM
this earth shall ever see;
that ME I AM I always am
is no one else but ME!

Me

As long as I live
I shall always be
My Self – and no other,
Just me.

Like a tree –
Willow, elder,
Aspen, thorn,
Or cypress forlorn.

Like a flower
For it's hour –
Primrose, or pink,
Or a violet –
Sunned by the sun,
And with dewdrops wet.

Always just me.
Till the day come on
When I leave this body,
It's all then done,

Learning Together to be Safe - Primary
Year 2 – Year 6

And the spirit within it
Is gone.

Walter de la Mare

Just Me

Nobody sees what I can see;
For back of my eyes there is only me.
And nobody knows how my thoughts begin,
For there's only myself inside my skin.
Isn't it strange how everyone owns
Just enough skin to cover his bones?
My father's would be too big to fit –
I'd be all wrinkled inside of it.
And my baby brother's is much too small –
It just wouldn't cover me up at all.
But I feel just right in the skin I wear,
And there's nobody like me anywhere.

Margaret Hillert

Some People I Know

Some people I know like to chatter,
while others speak hardly a word;
some think there is nothing the matter
with being completely absurd;
some are impossibly serious,
while others are absolute fun;
some are reserved and mysterious,
while others shine bright as the sun.

Some people I know appear sour,
but many seem pleasant and sweet;
some have the grace of a flower,
while others trip over their feet;
some are as still as a steeple,
while some need to fidget and fuss;
yet every last one of these people
is somehow exactly like us.

Anon

People

Some people talk and talk
and never say a thing.
Some people look at you
and birds begin to sing.

Some people laugh and laugh
and yet you want to cry.
Some people touch your hand
and music fills the sky

Learning Together to be Safe - Primary
Year 2 – Year 6

Charlotte Zolotow

Some People

Isn't it strange some people make
You feel so tired inside,
Your thoughts begin to shrivel up
Like leaves all brown and dried!

But when you're with some other ones,
It's stranger still to find
Your thoughts as thick as fireflies
All shiny in your mind!

Rachel Field

Routine

No matter what we are and who,
Some duties everyone must do:

A Poet puts aside his wreath
To wash his face and brush his teeth,

And even Earls
Must comb their curls

And even Kings
Have underthings.

Arthur Guiterman

Happy Thought

The world is so full of a number of things,
I'm sure we should all be as happy as kings.

Robert Louis Stevenson

5.2 Resource reference 2 – Poems from other cultures

“The Kids in School with Me”

When I studied my A-B-C's
And learned arithmetic,
I also learned in public school
What makes America tick:

The kid in front
And the kid behind
And the kid across the aisle,
The Italian kid
And the Polish kid
And the girl with the Irish smile,
The coloured kid
And the Spanish kid
And the Russian kid my size,
The Jewish kid
And the Grecian kid
And the girl with the Chinese eyes –
We were a regular Noah's ark,
Every race beneath the sun,
But our motto for graduation was:
One for all and All for One!
The kid in front and the kid behind
And the kid across from me –
Just American kids together –
The kids in school with me.

Langston Hughes (African/America)

“Man was made to mourn”

Man's inhumanity to man
Makes countless thousands mourn
Robert Burns: *Man was made to mourn*; 1784.

“The Earth and The People”

The earth was here before the people,
The very first people
came out of the ground
Everything came from the ground,
even caribou.
Children once grew
out of the ground
just as flowers do.
women out wandering
found them sprawling on the grass
and took them home and nursed them.
That way people multiplied.

Learning Together to be Safe - Primary
Year 2 – Year 6

This land of ours
has become habitable
because we came here
and learned how to hunt.

Traditional (Inuit)

“Good Food Guide”

I wouldn't touch a hamburger
but I crave guacamole,
gazpacho and water melon.
I wouldn't go near friend bread,
but I would go bananas
for a blueberry pancake.
A glass of milk tastes very sly,
but sweet lassi would go down nicely.

There's things I wouldn't consider:
an English breakfast with ketchup.
But I'd stand up and shout
please, or go down on my knees
for ackee and cornbread,
baba ghanoush, ratatouille,
couscous, tagliatelle.
Don't give me custard and jelly,
give me sweet potato pie,
or tiramisu or Turkish delight.

There are words that taste
better than chocolate
words that roll and melt
words that can dip and swirl and sigh
words that make my mouth water
words that I can relish and suck and savour.

Go for the tasty, delicious words –
sag aloo, gadoh gadoh,
Don't give me a boring old plum.
Try me with a dim sum.
I'll eat my words.

Jackie Kay (Nigeria/Scotland)

“We're all in the Telephone Book”

We're all in the telephone book,
Folks from everywhere on earth –
Anderson to Zabowski,
It's a record of America's worth.

We're all in the telephone book.

**Learning Together to be Safe - Primary
Year 2 – Year 6**

There's no priority –
A millionaire like Rockefeller
Is likely to be behind me.

For generations men have dreamed
Of nations united as one.
Just look in your telephone book
To see where that dream's begun.

When Washington crossed the Delaware
And the pillars of tyranny shook,
He started the list of democracy
That's America's telephone book.

Langston Hughes (Africa/America)

**Learning Together to be Safe - Primary
Year 2 – Year 6**

Please see attached PDF documents for following resources:

5.3 Resource reference 3 – Key Stages 1 and 2 Citizenship – Living in a diverse world

5.4 Resource Reference 4 – Key Stages 1 and 2 Citizenship - People who help us

5.5 Resource Reference 5 – Key Stages 1 and 2 Citizenship - School Grounds

Learning Together to be Safe - Primary
Year 2 – Year 6

5.6 Resource Reference 6 – Poem Song in Space by Adrian Mitchell

SONG IN SPACE

When man first flew beyond the sky
He looked back into the world's blue eye.
Man said: What makes your eye so blue?
Earth said: The tears in the ocean do.
Why are the seas so full of tears?
Because I've wept so many thousand years.
Why do you weep as you dance through space?
Because I am the mother of the human race
Why do you weep as you dance through space?
Because I am the mother of the human race

5.7 Resource Reference 7 - Background info about Adrian Mitchell

Adrian Mitchell (b. 1932) is a hugely prolific writer, the author of a great number of novels, plays and poems, for adults and, increasingly, for children - he writes that "more and more of my time is spent writing for children. This is partly because I have six grandchildren." He started his own literary career as a child, writing his first play at the age of ten, and went on to be Chairman of the University Poetry Society while studying at Oxford. He has also worked as a journalist - the first one to print an interview with the Beatles - and a screenwriter for film and TV, and is a Fellow of the Royal Society of Literature.

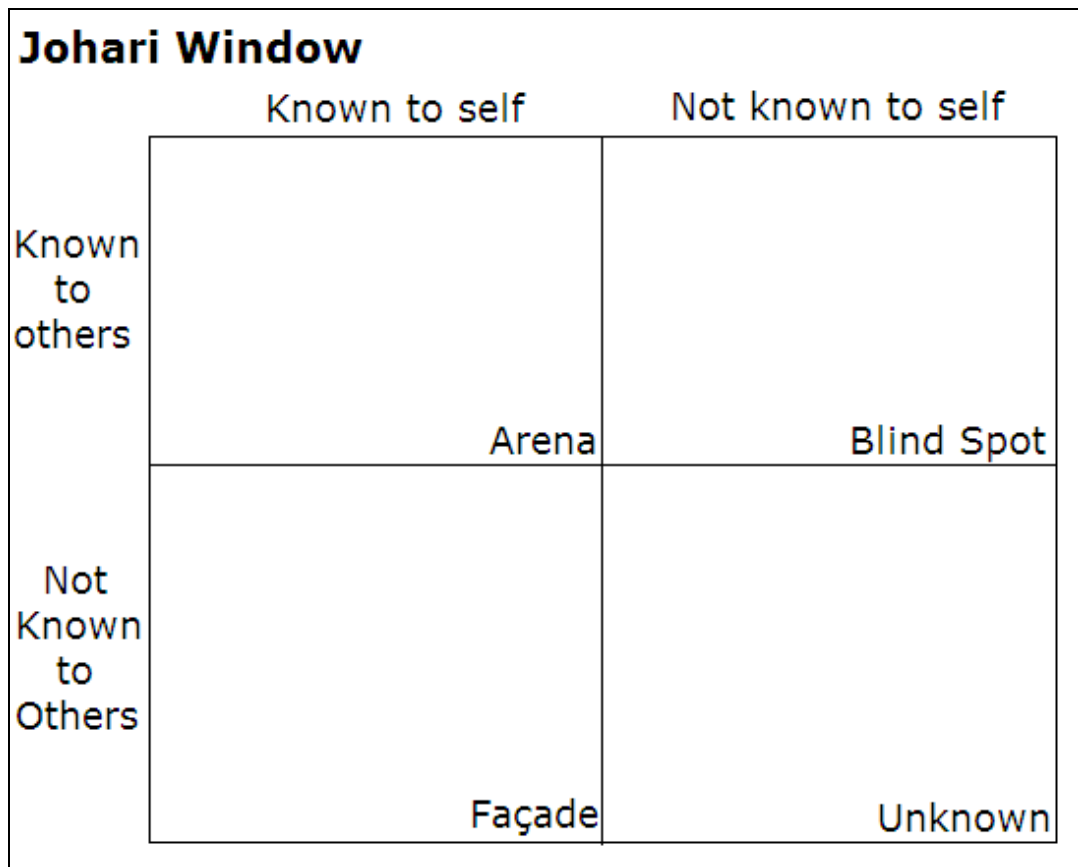
**Learning Together to be Safe - Primary
Year 2 – Year 6**

5.8 Resource Reference 8 – Earth from Space film from Mick Waters

Please see attached Powerpoint Slide Show.

**Learning Together to be Safe - Primary
Year 2 – Year 6**

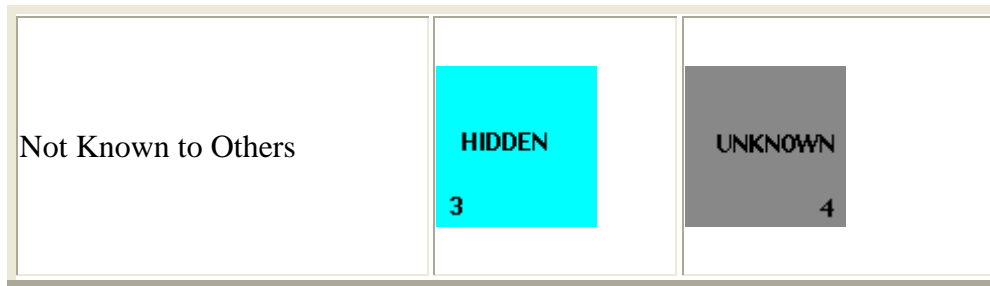
5.9 Resource Reference 9. Johari's window



This tool was devised by psychologists Joseph Luft and Harry Ingham in the United States in 1955 when they were looking at how groups worked. It is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group. Interestingly, Luft and Ingham called their Johari Window model “Johari” after combining their first names, Joe and Harry.

	Known to Self	Not Known to Self
Known to Others	1 OPEN	<div style="background-color: red; color: white; padding: 5px; display: inline-block;"> 2 BLIND </div>

Learning Together to be Safe - Primary Year 2 – Year 6



When performing the exercise, the subject is given a list of 55 adjectives and picks five or six that they feel describe their own personality. Peers of the subject are then given the same list, and each pick five or six adjectives that describe the subject. These adjectives are then mapped onto a grid.

johari window four regions or quadrants

1. Is part of ourselves that we see and others see - **open area, open self, free area, free self, or 'the arena'**
2. Is the aspect that others see but we are not aware of - **blind area, blind self, or 'blindspot'**
3. Is the most mysterious part in that the unconscious or subconscious bit of us is seen by neither ourselves nor others - **hidden area, hidden self, avoided area, avoided self or 'facade'**
4. Is our private space, which we keep from others - **unknown area or unknown self**

Adjectives that are selected by both the participant and his or her peers are placed into the **Arena** quadrant. This quadrant represents traits of the participant of which both they and their peers are aware.

Adjectives selected only by the participant, but not by any of their peers, are placed into the **Façade** quadrant, representing information about the participant of which their peers are unaware. It is then up to the participant whether or not to disclose this information.

Adjectives that are not selected by the participant but only by their peers are placed into the **Blind Spot** quadrant. These represent information of which the participant is not aware, but others are, and they can decide whether and how to inform the individual about these "**blind spots**".

Adjectives which were not selected by either the participant or their peers remain in the **Unknown** quadrant, representing the participant's behaviors or motives which were not recognized by anyone participating. This may be

Learning Together to be Safe - Primary
Year 2 – Year 6

because they do not apply, or because there is collective ignorance of the existence of said trait.

Learning Together to be Safe - Primary Year 2 – Year 6

Johari adjectives: A Johari Window consists of the following 55 adjectives used as possible descriptions of the participant. In alphabetical order they are:

- able
- accepting
- adaptable
- bold
- brave
- calm
- caring
- cheerful
- clever
- complex
- confident
- dependable
- dignified
- energetic
- extroverted
- friendly
- giving
- happy
- helpful
- idealistic
- independent
- ingenious
- intelligent
- introverted
- kind
- knowledgeable
- logical
- loving
- mature
- modest
- nervous
- observant
- organized
- patient
- powerful
- proud
- quiet
- reflective
- relaxed
- religious
- responsive
- searching
- self-assertive
- self-conscious
- sensible
- sentimental
- shy
- silly
- spontaneous
- sympathetic
- tense
- trustworthy
- warm
- wise
- witty

Nohari variant

A *Nohari window* is the inversion of the Johari window, and is a collection of negative personality traits instead of positive.

- incompetent
- violent
- insecure
- hostile
- needy
- ignorant
- blasé
- embarrassed
- insensitive
- dispassionate
- inattentive
- intolerant
- aloof
- irresponsible
- selfish
- unimaginative
- irrational
- imperceptive
- loud
- self-satisfied
- overdramatic
- unreliable
- inflexible
- glum
- vulgar
- unhappy
- inane
- distant
- chaotic
- vacuous
- passive
- dull
- cold
- timid
- stupid
- lethargic
- unhelpful
- brash
- childish
- impatient
- panicky
- smug
- predictable
- foolish
- cowardly
- simple
- withdrawn
- cynical
- cruel
- boastful
- weak
- unethical
- rash
- callous
- humourless

**Learning Together to be Safe - Primary
Year 2 – Year 6**

5.1.1 - Resource Reference 10 All different all equal – labels

All different all equal – labels (<http://www.ltscotland.org.uk>)

Topic Area:

Deconstructing Barriers

Title of lesson

All Different, All Equal - Labels

Reference:

Based on activity in All Different All Equal Educational Pack- European Youth Café

Age group: S3

Time needed: 1 lesson

Delivery Method: Class and Groups

Materials needed: Labels and Scenarios

Prior knowledge/learning: None

Other/Related reference material: N/A

Aims, Objectives, and Outline Process

Aim:

To make pupils aware of the power of 'labels' and stereotypes, not just in how others treat us, but in the impact this can have on our own self-esteem and behaviour.

Objectives:

- follow the instructions, within the group setting, to treat each other according to the 'labels';
- to understand the negative impact of labels and stereotyping.

Process:

1. Explain that for this activity to work, pupils must be prepared to have a label on their foreheads which they cannot see, and that others in the group will

Learning Together to be Safe - Primary Year 2 – Year 6

treat them according to that label (e.g. day dreamer). Emphasise that pupils should not take too seriously what is said to them in the group work, as others are treating them according to their label and not who they really are. Another 'rule' is that the words on each of the labels cannot be used.

2. Pupils can be split into groups or simply select 5-6 pupils for the task with all others observing. The observers must report back at the end on what they found.

3. Put stickers onto pupils' foreheads – make these a combination of positive and negative attributes (e.g. clever, funny, creative, lazy, forgetful, unkind).

4. Provide the group with the scenario – e.g. plan the school disco; create a list for all the things required to decorate the school hall for an event.

5. Let the scenario run for about 10 minutes, requesting that some kind of conclusion is reached.

6. At the end, ask each person with a label what they think their label was and how did it feel to be treated like this label.

7. Ask the observers to note anything about the behaviour of the actors – was the behaviour of those with the positive labels any different from the negative ones?

8. Elicit that stereotypes can be reinforcing – i.e. that, if people are constantly treated badly, this begins to affect how they feel about themselves.

9. Relate the above to racist behaviour and the possible responses of people who feel they are being discriminated against on a regular basis. How does this impact upon how they feel and how might that affect their behaviour?

Ideas for development/follow-up:

Look again at who does what in your group or organisation, try rotating the roles and responsibilities and don't make assumptions about who is going to be good at a particular job.

Learning Together to be Safe - Primary
Year 2 – Year 6

You might like to move on to the role play activity 'In our block' and examine a common problem caused by labelling and stereotyping and to try to explore ways of finding an effective solution.

Learning Together to be Safe - Primary
Year 2 – Year 6

5.1.2 - Resource Reference 11 - Dear Friend letter

Title of lesson - All Different, All Equal: 'Dear Friend' Letter		
Reference: based on activity from All Different All Equal Educational Pack - European Youth Café		
Age group	Time needed	Delivery Method
S1	1 lesson	Class
Materials needed	Prepared letters	
Prior knowledge/learning	Background knowledge about the minority groups in question (e.g. pupils from parts of the UK other than Scotland; gypsy travellers; asylum seekers).	
Other/Related reference material	None	
Aims, Objectives and Outline Process		
<p>Aim: To provide insights into the hardships which different ethnic groups can face, due to discrimination, racism and challenges in re-settling in a new country.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - to demonstrate empathy for the situation of the young people; - to demonstrate ability to offer comfort and support to such individuals; - to offer advice which is likely to be helpful. <p>Process:</p> <ol style="list-style-type: none"> 1. Spilt the pupils into groups and give each group a letter, which is from a young person in the groups noted above (e.g. young English person; asylum seeker; gypsy traveller). Explain that the letter writer is a friend of theirs. They have written to them because they are experiencing a difficult time and are 'reaching out' for support and advice. 2. Ideas in the letters could be: asylum seeker whose mother is finding it very difficult to adapt to new surroundings / climate / language; gypsy traveller who is taunted in school because they don't have a permanent address; an English pupil who is being bullied by others due to her accent. 3. Each letter should end with a few questions, where the writer is asking for advice and support. 4. Depending on the pupils, either get them to discuss how they might respond before doing so individually or get them to work individually on their response to the letter. 5. Get pupils to share their ideas in their own groups and discuss what might / might not be effective. Get them to prepare a summary of the best ideas from letters, focusing on: how did you get across the idea that you are sorry and supportive? How did you demonstrate that you understand what the situation might be like for the young person? What suggestions did you make for how the young person could deal with the situation? 6. Get each group to share their summaries with each other. 7. Discuss with pupils any experiences that have had / heard about which are relevant to the letters and how they felt and / or dealt with the situation. Is anything different now that they've had a chance to write the letters? 		

**Learning Together to be Safe - Primary
Year 2 – Year 6**

Ideas for development/follow-up	
--	--

Learning Together to be Safe - Primary
Year 2 – Year 6

5.1.3 Resource Reference 12 - Guess who's coming to dinner

Topic Area – Deconstructing Barriers Title of lesson - All Different, All Equal: 'Guess Who's Coming to Dinner?' Reference: Activity based on All Different All Equal Educational Pack- European Youth Café		
Age group S2–S3	Time needed 1 -2 lessons	Delivery Method Class and Groups of 4
Materials needed	Attached	
Prior knowledge/learning	N/A	
Other/Related reference material	If possible, the pupils could watch the film: 'Guess Who's Coming to Dinner?' in advance, but this is not necessary	
Aims, Objectives, and Outline Process		
<p>Aim: to explore the powerful influence of family views and opinions in shaping our own.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - to create a scenario where a young person requests permission to bring home for dinner a friend of a different ethnic background; - to explore tactics and approaches to addressing a situation where the people we love and respect seem to have racist views. <p>Process:</p> <ol style="list-style-type: none"> 1. Either watch the film: 'Guess Who's Coming To Dinner?' or explain the story-line to the pupils. Elicit the key facts about the story-line: where prejudice and racism can exist with people where we might not expect it; the difficult situation which we could be placed in where those we love display racist attitudes and / or behaviours. 2. Split the pupils into groups of 4 or 5. Roles should be: mother and father or two friends who have racist attitudes / behaviours; the individual at the 'centre' of the scenario (i.e. who has a friend / friends of a different ethnic background) 1-2 friends. 3. Each group should devise a 'pre' and 'during' dinner script. The pre script should focus on the person at the centre discussing with parents / friends about bringing along 1-2 friends of a different ethnic background. The script should focus on the discussion and arguments forwarded by both parties. The 'during' dinner script should focus on how all parties behave and what they say during the dinner. There might be a positive or negative outcome. 4. Each group should act out their scenario to the others, with the opportunity for questions at the end. 5. Make sure that questions arise relating to: might this situation arise in your home / the home of anyone you know? What can / would you do about it? 6. Discuss repercussion and how these can be far-reaching, either positively or negatively. 		

Learning Together to be Safe - Primary
Year 2 – Year 6

Ideas for development/follow-up	
--	--

Role Cards (to be copied for participants)

Daughter

You have decided to ask for your mother and father's permission, if you can invite your black friend round for dinner.

The situation:

You start the role play. You announce to your mother and father that you would like to invite your black friend round for dinner. You need to let your mother and father know that your friend is from a different origin and that you are good friends.

Mother

Your daughter has just asked if she could invite her black friend round for dinner and that they are good friends.

The situation:

You love your daughter very much but you do not understand why she would want to be friends with a person who is not the same colour and that if they come from a different origin that they won't be as good as a friend to your daughter and that you find it quite uncomfortable.

Father

Your daughter has a black friend that she would like to invite to dinner.

The situation

You are the authority in the home, and you don't approve of your daughter bringing round her black friend for dinner. You represent the moral mainstream and you care about what your neighbours and other people will say. You do not consider yourself being racist but your daughter bringing round her black friend is something different. Think of a strict father and argue as he would argue.

Learning Together to be Safe - Primary
Year 2 – Year 6

5.1.4 Resource Reference 13 - In our Block

Title of lesson - All Different, All Equal: 'In Our Block' Reference: Based on activity taken from the All Different All Equal Educational Pack- European Youth Café		
Age group S3	Time needed 1 (possibly 2) lessons	Delivery Method 2 large groups (12 pupils in each)
Materials needed	Role Cards and Tips & Clues attached	
Prior knowledge/learning	N/A	
Other/Related reference material	N/A	
Aims, Objectives, and Outline Process		
<p>Aim: analysing attitudes to people from different ethnic backgrounds.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - to take the stance of the individuals in the role play situation by making statements and behaving in ways they would expect such individuals to behave ('actors'); - to analyse the role play situation to determine where fair points are made and if the individuals who make them are effective in getting their ideas listened to and acted upon; to identify where discrimination and prejudice exists and the impact this has on both the other people and on the outcome of the situation; - to relate the role play to real life situations and to consider 'strategies' for dealing with such situations, should they be exposed to them; - to engage in problem solving and address the various challenges as they arise. <p>Process:</p> <ol style="list-style-type: none"> 1. Explain the role play situation to all pupils: a block of flats where some foreign students have been upsetting some neighbours due to noisy parties. A 'flat meeting' has been set-up with a range of people asked to attend. The task is to take part in the meeting, in accordance with the role they have been assigned. 2. Split class into groups for the role play. Explain the role of the 'observers'. Provide them with a list of prompts to look out for when the role play commences, but ask them to consider areas of their own to look into. 3. Distribute the cards for the 'actors'. 4. Draw attention to the 'tips' cards and explain that you might need to remind pupils of these cards as the role play develops. 5. Each pupil to spend 10 minutes writing down and considering their role – what things might they say? How might they behave? What outcome are they hoping to achieve? 6. Let the role play commence for each group, with observers taking notes. Each scenario should come to a conclusion (positive or negative) in 10 minutes. If possible, allow pupils in other groups to observe each others' role play 		

Learning Together to be Safe - Primary
Year 2 – Year 6

<p>scenario.</p> <ol style="list-style-type: none">7. If necessary, intervene to remind of the ‘tips’. If things become too heated, halt the role play and ask pupils to reflect on how they might take forward the situation.8. Reflect on the conclusion – was it positive or negative? For whom? Are there likely to be any repercussions? If so, why?9. Ask observers to reflect on what they observed.10. Ask ‘actors’ how it felt to play the roles. Did any feel that they could relate to their role and why? Did any find it difficult to relate to the role? Why? To what extent did racist views / prejudice influence the meeting and with what outcome?11. What is / was the best possible outcome for the situation? What is / was required to achieve this?12. What does this tell us about tactics in dealing with such a situation? What seems to be most effective and what is counter-productive?	
Ideas for development/follow-up	

IN OUR BLOCK

Instructions:

1. Tell the group that they are going to role play a situation that could happen in anyone’s daily life, then read the following:
“There is an apartment block near where you live. One of the apartments is rented to a group of foreign students who often have visitors from home staying and who also frequently organise parties. Some neighbours, especially those living in the apartments closest to the students, are annoyed and complain that the students and their friends make lots of noise, don’t let them sleep and don’t take care of the building. The neighbours have called a meeting to try to solve this problem. “

Role Cards (to be copied for participants)

Young Foreigner

You speak and understand the language of the host country very well but do not understand why your neighbours are upset. In your opinion, both you and your student friends behave perfectly normally. You will not leave the apartment under any circumstances.

Leader of the Residents Committee

Your apartment is far away from the one the foreign students live in. Personally they cause you no bother. But you do not like foreigners and you don’t want them living in your building.

Learning Together to be Safe - Primary
Year 2 – Year 6

Young Woman (25-30 Years Old)

You live alone and are afraid of the young students because they seem very strange and different from you.

Young Person

You are also a student. You do not have any clear opinion about the problem but you would like to move into the apartment where the foreign students live.

Refugee

You are also a foreigner, although from a different country than the students. You and your family do not have much to do with other people in the block. You have never had any problems with anyone despite the fact that you feel rather isolated.

Elderly Couple (this role should be played by two people)

You are both aware of the problems that force many people to leave their home country and try another life elsewhere. You support an organisation which provides aid to developing countries.

Unemployed Neighbour

You strongly disagree with policies which allow foreigners to come to live and work in your country. You think that foreigners should only be allowed in as tourists.

The Owner of the Building

The young foreigners always paid their rent punctually and you don't want to lose the income from that apartment. But you don't very much like foreign people and you see this conflict as a possible opportunity to raise the rent for the foreign students. On the other hand, you also have the possibility of renting them another apartment on the outskirts of town.

Observers' Notes

Your job as an observer is to watch what happens very carefully and to make notes to feedback in the discussion at the end of the role play.

Things to note are:

- Do the players respect each others turn to speak or do some people but in or does everyone try to speak at one or do one or two people try to impose their point of view?
- Does anyone try to take a lead and to facilitate the meeting?
- What kinds of arguments did players use?
- Was there any change in the attitude and behaviour of the players after they received the « clues for finding a solution»?

**Learning Together to be Safe - Primary
Year 2 – Year 6**

CARD 1 – CLUES FOR FINDING A SOLUTION

This card is for the person who is chairing the meeting.

Note: If, so far in the role play, no one has been democratically elected to chair, then this card is for the Leader of the Residents Committee.

1. **Chair:** You have already been democratically elected to chair the meeting continue to do so. Follow the tips below.
2. **Leader of the Residents committee:** So far in the role play no one has been elected to chair the meeting so suggest that the meeting needs a chair and that it should be democratically decided who it is. Propose that you be chair because of your position as leader on the residents committee. If the others agree keep this card and follow the tips for the chair below. If someone else is elected pass this card to them and take their card in exchange.

Tips for the chair of the meeting

It is your job to keep order and facilitate the meeting. You should try make sure that:

- Everybody has a chance to speak
- People respect each others turn to speak
- If necessary, set a limit of time for each contribution and do not let the players go beyond that limit.
- Do not allow abusive language and make sure people keep to the issue and don't deviate
- Try to move the discussion on and keep it positive
- Keep people on track; the aim is to find a solution to the problem

CARD 2 – CLUES FOR FINDING A SOLUTION

To be given to each player except the Chair.

Think about what you can do, within your role, to try to find a solution:

- Listen actively and respect the right of everyone to have their say
- Try to elate what you have to say to what has been said previously
- When it's your turn to speak start with a summary of what the person who spoke before you has said.
- Try to distinguish between the facts and your opinions
- Try to divert the discussion but keep to the point, focus on the problem of the students and the need to find a solution, do not bring in other facts, opinions or ideas that you might have.

Learning Together to be Safe - Primary
Year 2 – Year 6

5.1.5 Resource Reference 14 -Understanding Origins

Topic Area – Deconstructing Barriers		
Title of lesson – Understanding Origins		
Reference: Based on ideas from the DfES standards site		
Age group P7, S1-S4	Time needed Series of 8 lessons	Delivery Method Class and group
Materials needed	Access to internet for research; school library;	
Prior knowledge/learning	N/A	
Other/Related reference material	Lesson – The Changing Face of Scotland. More specific texts / materials relating to the different ethnic groups which the pupils choose to explore.	
Aims, Objectives, and Outline Process		
<p>Aim: to understand the reasons for migration.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - to understand migration patterns across Scotland and the UK and the reasons for them; - to understand how ‘push’ factors relating to migration can affect those involved; <p>Series of lessons / activities:</p> <ol style="list-style-type: none"> 1. Lesson 1 - Introduction through class discussion which explores pupils’ ‘connections’ to different parts of the world (travel, friends, family). 2. Working in groups, pupils write down the various countries with which they have a personal connection. Use different-coloured self-adhesive notes to indicate those countries where their relatives or friends live now and where they, their relatives or friends used to live before they moved to Scotland, eg <i>Surjit’s gran lives in India, Callum’s cousin lives in Canada, Stewart’s family came from Kenya</i>. Pupils stick the notes onto a large map of the world and note connections with Commonwealth countries. 3. Clearly identifying these countries / cities on a map. P7 pupils could conduct some research on this in pairs / small groups and SS pupils could undertake independent research; 4. Lessons 2-4, including group work - explore ‘identities’ by getting pupils to describe their own identity (e.g. place of birth; culture; family traditions; general ‘span’ of travel throughout life) and then moving this outwards to explore the ‘identity’ of their local community, town, city, country. This can be explored through group research. The key objective is to engender insight into diversity, as a larger land mass is explored. Get pupils to compare their identities. Encourage pupils to discuss friends and family who do not live in Scotland or the UK. How much do the other pupils know about the countries in which these people live? With P7 pupils, elicit that, with ‘distance’, we often know less and less about a country and its inhabitants; 5. Discuss how when we uncover differences between how we live compared to 		

Learning Together to be Safe - Primary
Year 2 – Year 6

- how others live, this can present challenges (e.g. not being aware of the traditions / rituals attached to a group within the community can lead to tensions and / or embarrassment). Ask pupils to consider examples of this for their own experiences or those that they know about (e.g. something they saw on TV or read about);
6. Explore how ignorance is often the root cause of tensions between different countries / religions / people who have different ways of life;
 7. **Lessons 5-6, including group work** - get each group to select an immigrant / minority group whom they can research in more detail. Provide options for P7 and S1-S2 pupils. Pupils should have access to a range of information sources, reflecting the diversity of peoples in Scotland and the UK, including recent, historical and locally relevant examples, *eg refugees from Somalia; the Vikings and the Romans; recent migration of Eastern Europeans*. Provide a framework of areas for them to explore (e.g. size of group in Scottish cities, traditions, religion, and culture). Encourage pupils to investigate the reasons why such groups come to Scotland;
 8. Explore 'push' and 'pull' factors. (Links to statistics and social studies). Push factors are where individuals or families feel a pressure to leave their country, perhaps due to war or undemocratic methods of government. There is often a fear attached to such circumstances and the decision to leave their country is not an easy one. Pull factors are usually more positive, in that individuals / families want to move to the new country because something has enticed them there (e.g. existing family; new and / or better job prospects). Get pupils to draw up a list of reasons why people might choose to come to Scotland. In groups, get them to discuss if these reasons are push or pull factors;
 9. **Lesson 7-8** - Pupils present their findings to each other / produce a portfolio of their research;

Lesson Plans on understanding Racism to follow on from these areas
Connections could be made with schools / embassies / national representative bodies to find out more and encourage 2-way communication.

**Learning Together to be Safe - Primary
Year 2 – Year 6**

5.1.6 Resource Reference 15 - Understanding Racism

Topic Area – Deconstructing Barriers Title: Understanding Racism		
Reference: based on ideas from the DfES standards site		
Age group	Time needed	Delivery Method
S1-S4	Series of 6 lessons	Class and group
Materials needed	Materials and information on the toolkit pages. Macpherson definition of a racist incident. News items and newspaper articles	
Prior knowledge/learning	N/A	
Other/Related reference material		
Aims, Objectives, and Outline Process		
<p>Aim: to encourage pupils to engage in open discussions about racism – what constitutes racism and how repercussions can have far-reaching consequences.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - to be able to define and understand racism; - to reflect on different types of racist incidents; - to develop understanding of why racist incidents occur (the perpetrator and the victim’s perspective); - to gain insight into how racist incidents which are not dealt with effectively can have repercussions and ‘spread’ to people and other areas from those originally involved. <p>Series of lessons / activities:</p> <ol style="list-style-type: none"> 1. Lesson 1 - explore what racism means through exploring pupils’ own understanding of racism. Encourage pupils to ‘group’ their definitions (e.g. language; physical assault; actions of exclusion) and to challenge each other on ideas which they have presented but which might need further definition. Any ideas / definitions which are presented which have some ambiguity (e.g. no clear majority view in class regarding whether incident / example is racist) should be grouped separately for later reflection. Older pupils can undertake this task in groups. S1 and S2 pupils will require a framework to work through this task in groups. Teachers should establish with all pupils that they might encounter areas where there is no clear majority within the class / group. Explain that this is to be expected until we can derive at a common understanding; 2. Introduce pupils to the formal text defining racist incidents – Macpherson 		

Learning Together to be Safe - Primary
Year 2 – Year 6

<p>definition. Establish a broad grouping of racist incidents (e.g. violence; threats; insults / remarks; ostracising) which makes sense to all pupils;</p> <p>3. Reflect on earlier views and re-group / classify as appropriate;</p> <p>4. Lessons 2 -3 - Present different scenarios to the pupils and ask them to explain the presence of racism and why (e.g. derogatory jokes about the Irish; Sikh pupil being teased due to wearing a turban, a black pupil deliberately tripping up a white boy and the white boy hitting him, an Asian shopkeeper complaining because pupils from the school are constantly rude to him). With younger pupils this could be done as a class task, and as a group task with others. Older pupils (S3-S4) could come up with a range of different scenarios themselves, classify these and examine them;</p> <p>5. Ask about their own experiences of having been involved in any of the above examples or similar, or having been witness to such a scenario. In groups, get pupils to explore how they felt on these occasions, how they acted / reacted and any consequences. Discuss any outcomes as a result of such scenarios and whether these seem fair or unjust;</p> <p>6. Lesson 4 - Get pupils to explore what might motivate people to behave in racist ways (e.g. ignorance; being persuaded by others; learning from the behaviour of others) and how the victim is likely to feel (e.g. angry; seeking out opportunity for revenge; upset; depressed; affects on self-esteem and health and well-being). Explain that there can be repercussion for both parties, depending on how things are handled. These can be positive or negative;</p> <p>7. This lesson could be extended to explore different outcomes (e.g. ranging from doing nothing to retaliations and police involvement). Particularly with younger pupils it will be important to explore how what can appear as something minor can become a major issue with repercussions for all involved. Exploring the thoughts and feelings of those involved is also important;</p> <p>8. Lessons 5-6 - Use news items / newspaper articles to get pupils to analyse the circumstances and to draw conclusions about how effectively issues have been dealt with.</p>	
<p>Ideas for development/follow-up</p>	<p>Involving local organisations e.g. voluntary sector groups by looking on web-site, getting local representatives to visit school and talk about racism. Taking point 7 above, dramatised scenarios could be created which would allow pupils to explore the thoughts and feelings of perpetrator and victim</p>

Learning Together to be Safe - Primary
Year 2 – Year 6

5.1.7 Resource Reference 16 - Where is this Place?

Topic Area: Deconstructing Barriers Title of lesson: Where Is This Place? (adapted from ‘Speaking for Ourselves, Listening to Others’, published by Leeds Development Education Centre)		
Age group P4-7, adapted for S1-2	Time needed 1 lesson	Delivery Method Class and pairs
Materials needed	Key facts and images about a chosen country	
Prior knowledge/learning	None	
Other/Related reference material		
Aims, Objectives, and Outline Process		
<p>Aim: understanding that prejudice and bias often arises due to ignorance.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - to learn some key facts and myths about chosen countries; - to learn about the words stereotype, prejudice and bias, and that these often arise due to lack of awareness / information; - to consider how – with a lack of knowledge – we can all be guilty of contributing to such myths. <p>Process:</p> <ol style="list-style-type: none"> 1. From the teacher’s chosen country (could be any country which is likely not to be well-known by pupils), ask pupils what they know / think about the country. Use prompt questions like: what are the people like? What language do they speak? What do you know about their traditions? What types of foods do they eat / grow there? 2. Write down the list of ideas created by the pupils. Check how many pupils agree with each idea / statement. 3. Provide the facts about the country and compare this to the pupils’ list. 4. Ask pupils why the ‘myths’ came up (e.g. made assumptions; heard something on TV; heard other people talking about these things). 5. Explain that such myths can cause offence. Introduce terms prejudice, bias and stereotype. 6. Elicit that it is always better to check facts when unsure about something or if something does not seem believable. 7. Split class into pairs and hand out the statement sheets to each pupil. Ask each pupil to consider which country is being talked about. Get them to share their ideas with their partner. 8. Ask pupils what countries they came up with. 9. Tell pupils that you are now going to tell them the country and remind them of myths and stereotypes. 		

Learning Together to be Safe - Primary
Year 2 – Year 6

<p>10. Reveal that the country is Scotland as was described by Kenyan and Greek boys and girls.</p> <p>11. Ask them how it made them feel to have Scotland described that way. Why did the boys and girls have these views? (Reiterate the importance of media; family / friends; ignorance).</p> <p>12. S1 –S2 pupils could undertake some further research with the statement sheets to find out which of the statements do apply to the Scotland and which might apply to other countries. S1 and S2 pupils could also work in pairs / groups to devise a list of statement about another country and get other pupils to guess where this could be. This would require some research in both compiling the statements and working out what the country is.</p> <p>13. Ask pupils what are the keys things they have learned from the lesson. Ask them how they might find out about countries of which they have little information.</p>	<p>For younger pupils, it will be important to emphasise the meaning of words like stereotype, bias and myth. These could form part of a classroom wordbank.</p> <p>For S1-2 pupils, working in pairs could think about how they could portray their locality to someone living elsewhere using 8-10 photographs and descriptions. What would they include, e.g. rundown area, flats in an expensive part of the area? What are the reasons for this? Use this information to make up a Local Area book (paper or computer based) and these could be sent to partner/twinned schools in other areas.</p>
<p>Ideas for development/follow-up</p>	

**Learning Together to be Safe - Primary
Year 2 – Year 6**

Worksheet: Where is this Place?

A

**They eat rabbits and cats. There are no pickpockets
There are no black people. Guns come from there.**

B

**There are big forests. They have large roads.
They have beautiful coins. They have very tall mountains.**

C

**Their policemen wear silver and black uniforms.
They live in flats. There are many factories.
There are lots of churches and hospitals.**

D

**There are lots of things to do. They have a nice climate.
There are many shops. It has a large population.
The people speak a beautiful language.**

**Learning Together to be Safe - Primary
Year 2 – Year 6**

5.1.8 Resource Reference 17 – Man’s Inhumanity to Man

'Man's inhumanity to man' (bigotry and prejudice) (key stage 2)

www.nc.uk.net

Respect for all: 'Man's inhumanity to man' (bigotry and prejudice)

Man's inhumanity to man,
Makes countless thousands mourn

Robert Burns: *Man was made to mourn*; 1784.

This activity was used with children in key stage 2, year 6.

Aim

- To understand that everybody is of equal worth and deserves equal respect.

Activity objectives

- To encourage the children to consider their own experiences and reflect on them.
- To understand the relevance of Anne Frank's life to history and to people in the modern world.
- To identify bigotry and prejudice as the children encounter it within their own lives.
- To consider issues such as 'fair and unfair' and 'right and wrong'.
- To understand the terms 'prejudice' and 'bigotry', to learn to combat them and to recognise the worth of other people.

This activity relates to the following components in the key stage 1 and 2 of PSHE and citizenship framework: 2c, 2e, 2i, 3f; 4b, 4d, 4e, 4f.

Activity description

This work was planned to coincide with literacy hour work on diaries. The children were given a set of extracts from *The Diary of Anne Frank*, which offered insights into Anne Frank's character and personality.

Introductory activity

Working either in pairs or in groups of three, the children were given five minutes to write down all the different reasons or excuses they could think of as to why people might be picked on, laughed at or bullied. The teacher offered some starting suggestions, such as:

- wearing the wrong type of trainers;
- having an old-fashioned hairstyle;
- having a parent who is a police officer.

Each group's list was then pinned on the wall so that the children could read all the lists. The teacher gave each group a highlighter pen so that when they revisited the lists they could underline any examples where people were bullied because of their character or personality.

Learning Together to be Safe - Primary Year 2 – Year 6

Discussion 1

The teacher hosted a class discussion on the theme: 'What does this activity tell us about human nature and our intolerance of other people? '

Once again working in pairs or threes, the children were given a set of extracts from Anne Frank's diary. Some pieces showed her in a good light, others showed the less tolerant side of her character. Each group chose three extracts and drew up a character analysis.

Discussion 2

The teacher chaired another class discussion about the children's reactions to the extracts of Anne Frank's diary. The teacher asked questions such as:

Which aspects of Anne's character do you think would have most irritated the rest of the people living in the annexe?

Which aspects of Anne's character do you think helped her to survive for two years in the annexe?

Do you think there is any evidence that two years of hiding changed Anne's character and personality?

Do you think Anne should be judged by her character? Do you think she should be judged by the fact she was Jewish?

Commentary

Through the introductory session, the children learnt that, on most occasions, the reasons why people are picked on, laughed at or bullied are not connected to their personalities or characters. They discovered (through the discussions) that peer pressure is a significant factor in bullying and resolved to think issues through carefully before 'going along ' with a simplistic majority view.

The children also developed a deeper understanding of prejudice and considered strategies to counter it. They realised that no one is perfect and came to value the importance of assessing how their behaviour may affect others.

The children showed great enthusiasm towards the lessons to be learnt from the story of Anne Frank and demonstrated awareness of the dangers of prejudice and the need to avoid stereotyping. They deepened their understanding that differences and similarities between people arise from a multiplicity of factors and that everyone should show respect for all, irrespective of culture, ethnicity, race, religion, gender or disability.

Follow-up activities

Further work based on the life of Anne Frank could be carried out using materials from the Anne Frank Educational Trust. The trust exists to 'promote and use Anne Frank's diary as a force for good by helping to educate young people against prejudice, bigotry, anti-Semitism and racism'. A further set of lesson activities could consider the plight of refugees, making use of resources from organisations such as Save the Children, Red Cross and the Refugee Council.

Learning Together to be Safe - Primary Year 2 – Year 6

Resources

The Diary of Anne Frank, originally published in the Netherlands, 1947

The citizenship schemes of work can be found at

www.standards.dfes.gov.uk/schemes

The online national curriculum can be found at www.nc.uk.net

**Learning Together to be Safe - Primary
Year 2 – Year 6**

5.1.9 Resource Reference 18 – Key Stages 1 and 2 Citizenship - Moving on - how can we help others who are new to this school

Please see attached PDF document.

**Learning Together to be Safe - Primary
Year 2 – Year 6**

5.2. Resource Reference 19 – How is the community my responsibility and how can I make a difference to my community?

Document to follow.

**Learning Together to be Safe - Primary
Year 2 – Year 6**

5.2.1 Resource Reference 20 – The Right to be Heard

Document to follow.

**Learning Together to be Safe - Primary
Year 2 – Year 6**

**5.2.2 Resource Reference 21 – Citizenship at Key Stages 1 and 2 -
Activities to help develop children’s participation skills**

Please see attached PDF document.

**5.2.3 Resource Reference 22 - Citizenship at Key Stages 1 and 2 -
Choices**

Please see attached PDF document.

Learning Together to be Safe - Primary Year 2 – Year 6

5.2.4 Resource Reference 23 – UN Convention on the Rights of a Child [In the secondary pack of resources]

United Nations Convention on the Rights of the Child

Background

The United Nations Convention on the Rights of the Child is presently the most widely ratified international human rights instrument. All United Nations member states, except for the United States and Somalia, have ratified the Convention. It is the only international human rights treaty to include civil, political, economic, social and cultural rights, and sets out in details what every child needs to have a safe, happy and fulfilled childhood.

The Convention is a comprehensive instrument which sets out rights that define universal principles and norms for the status of children. It not only sets out these fundamental rights and freedoms, but also takes into account the need for children to have special assistance and protection due to their vulnerability. It is the most complete statement of children's rights ever produced and has 41 substantive articles. It is also the first legal instrument to focus solely on the child, regardless of where the child was born and to whom, and regardless of sex, religion and social origin.

Upon ratification, states commit themselves to respecting these rights.

When the Convention was written, and why

In the 1940s, the United Nations produced the Universal Declaration of Human Rights which was adopted in 1948. This Declaration applies to children as well as adults. However, growing awareness of the rights of children led to calls for a dedicated children's human rights treaty.

In 1959, the United Nations General Assembly adopted the second Declaration of the Rights of the Child. This consisted of ten principles for working in the best interests of the child. This was not legally binding, however, and was only a statement of intent.

The United Nations Convention on the Rights of the Child was drafted over the course of 10 years between 1979 and 1989. Representatives from all societies, religions and cultures contributed, as a working group was given the task of drafting the Convention. Like all human rights treaties, the United Nations Convention on the Rights of the Child was first to be approved, or adopted, by the United Nations General Assembly.

On 20 November 1989, the governments represented at the General Assembly (which included the UK) agreed to adopt the Convention into international law. It came into force in September 1990.

Learning Together to be Safe - Primary Year 2 – Year 6

Committee on the Rights of the Child

States which are party to the Convention, including the UK, have to report to the Committee on the Rights of the Child. This United Nations treaty monitoring body assesses how well states are implementing the Convention, reports on progress and makes recommendations. The committee comprises 18 independent children's rights experts who are elected in their personal capacity to four-year terms. The committee meets three times a year in Geneva, Switzerland.

The committee is responsible for examining the progress made by state parties in fulfilling their obligations under the Convention. Unlike some treaty monitoring bodies, the committee does not have the power to examine individual complaints concerning violations of the rights of a child.

**Learning Together to be Safe - Primary
Year 2 – Year 6**

5.2.5 Resource Reference 24 - Hear by Right

Please see attached PDF document.

5.2.6 Resource Reference 25 - Listen and Change

Please see attached PDF document.

Learning Together to be Safe - Primary
Year 2 – Year 6

5.2.7 Resource Reference 26 - Article 12 Scramble instructions

Article 12 Convention on the Rights of the Child statement scramble

This resource acts as an introduction to Article 12 of the UNCRC and works well as an icebreaker.

Split your group into two teams and with a printed out version split the sentence in half and scramble all the words up. Then ask each team to unscramble their part of the sentence. This gives some familiarity to the article.

If you print as a handout with four boxes on one page you can laminate and cut up ready to use and reuse.

5.2.8 Resource Reference 27 – Article 12 Scramble Powerpoint

Please see attached PDF file and powerpoint file.

5.2.9 Resource Reference 28 – Citizenship Key Stages 1 and 2 - Children's rights, fairness and taking responsibility

Please see attached PDF document.

Learning Together to be Safe - Primary Year 2 – Year 6

5.3 Resource Reference 29 - Planet Mingo

Planet Mingo (cultural and social justice) (key stage 2)

Respect for all: Planet Mingo (cultural and social justice)

This activity was used with children in key stage 2, years 5 and 6.

Aims

- To develop awareness and understanding of the nature of prejudice, racism and stereotyping, and why these need to be challenged.
- To develop strategies for detecting and challenging prejudice, racism and stereotyping.
- To develop respect for difference and diversity.

Activity objectives

- To explore positively cultural differences and similarities, and show an awareness of local and global communities.
- To present and assert a case for personal rights.
- To develop an understanding of right and wrong and a sense of justice, including the concept of a just world.
- To develop qualities of tolerance and empathy to the needs and lives of others (both individuals and societies)

This activity relates to the following components in the key stage 2 PSHE and Citizenship framework:

- learning that their actions affect themselves and others (4a);
- thinking about the lives of people living in other places and times (4b);
- realising the nature and consequences of racism, teasing, bullying and aggressive behaviours (4d);
- recognising and challenging stereotypes (4e);
- learning about differences and similarities between people (4f).

Activity description

This activity was part of a series of six lessons on the theme of cultural diversity and social injustice. The lessons were scheduled over a six-week period during one half-term.

The children explored their own assumptions about life in another culture, through a discussion about life on another planet. The activity also provided opportunity for the pupils to examine their notions of 'who is British?'

For this activity to succeed, the teacher and the children needed the confidence they had developed through circle-time techniques.

Finding things in common (circle-time activity)

The children found a partner from within the class whom they did not know very well. (Alternatively, the teacher could put children into pairs, making sure they are teamed up with someone they are not used to working with.) The

Learning Together to be Safe - Primary Year 2 – Year 6

children talked to one another to find out something they had in common, eg an interest; a skill; a hope or fear; a like or dislike. When they had established a common bond, the children were encouraged to talk about it briefly to one another.

The whole class reconvened and some pairs gave feedback on their 'common bond'. For example:

Did they find the task easy?

Did they have assumptions about each other?

Geography lesson on the planet Mingo (circle-time activity)

The children listened to the following scenario, and had the chance to share their opinions afterwards.

Imagine you have won an intergalactic competition and your prize is a week on another planet.

The bad news is that you have to go to school while you are there.

So there you are on the planet Mingo, sitting with the rest of the class (who all look like the alien from ET) and you feel a little nervous. Here comes the teacher.

The teacher is an 'expert' on planet Earth and proceeds to tell the Mingolians all about life on earth.

Occasionally the younger Earthlings go on an "outday". They look forward to the "outday", seeing it as a great privilege. What happens on the "outday" is very odd. The young Earthlings sit on different contraptions, which they call rides, to be scared witless, screaming in terror and clutching on to the restraints for their lives. Then they say, "That was brilliant." Strange as this may sound students, this is absolutely true. On "outdays" and at other times,

I have seen young Earthlings stuff sweet things into their mouths. Later they visit the tooth doctors who repair the teeth using drills. This looks uncomfortable, but the young Earthlings don't seem to be able to understand that the tooth damage in their mouths is caused by the sweet things. If they did, they would stop chewing them. Compared with the young on planet Mingo, they are quite dumb.

The children then discussed their responses. They received copies of the whole text and worked in groups of three or four to consider questions such as:

Does the teacher think that planet Mingo is better than Earth? If so, why?

What was wrong or mixed-up in what the teacher said?

As an Earthling in that class on planet Mingo:

- Would you say anything to correct the information?
- What would you say?
- How would you say it?
- Who would you say it to?

Learning Together to be Safe - Primary Year 2 – Year 6

A whole-class discussion then took place to summarise whether this activity shows us about the way that some people think they understand people from different cultures.

Commentary

The children became aware that:

- their ideas about people from different cultural backgrounds are limited and may be built on false assumptions;
- their ideas about 'British culture' may lead them to give people stereotypical labels such as:

'All Muslims wear long black clothes';

'All black people can dance';

'All English people drink tea';

'All British people are white'.

Within their own circle of relationships (eg class, school, acquaintances in the wider community), there are people whose family lives spring from a diversity of cultures. This pattern is becoming more common in modern Britain. Food, popular music and clothing are examples of where cross-cultural influence and diversity have enriched our shared British culture.

The session was well received by both the children and staff. It enabled the children to discuss matters that, unfortunately are often neglected during class time. The children participated well and looked forward with enthusiasm to the sessions. Their oral responses were mature and positive.

The activities were set at an appropriate level for the age group and enabled the children to talk in a safe environment sharing their knowledge and personal experiences with others.

Follow-up activities

The children could identify aspects of modern mainstream 'British culture' that have roots in minority ethnic groups. For example:

- music: reggae, ragga, hip-hop, bhangra, blues, jazz, R&B;
- food: curry, samosa, pizza, pasta, Chinese food;
- clothing: influence on fashion of traditional dress.

The children could also identify leading personalities, celebrities and positive role models in modern mainstream British culture from minority ethnic groups:

- music: Damage, Craig David, Talvin Singh, Mis-Teeq, Beverley Knight;
- film: Patterson Joseph, Cathy Tyson;
- theatre: David Oyelowo, Roderick Williams;
- television: George Alagiah, Sir Trevor McDonald, Krishnan Guru-Murthy, Konnie Huq, Angellisa Bell, Lenny Henry, Craig Charles, Paul Ewing (*You and me*), Meera Syal;
- sport: Emile Heskey, Jason Robinson, Alex Tudor, Rio Ferdinand, Nasser Hussain, Denise Lewis, Audley Harrison, Kelly Holmes, Hope Powell (England's National Women's Football Team Coach), Tessa Sanderson, Ashia Hansen;

Learning Together to be Safe - Primary Year 2 – Year 6

- Politics: Diane Abbot MP, Lord (John) Taylor of Warwick, Professor the Lord Desai.

In addition, the children could collect photographs from magazines and pictures in books that present non-stereotypic images of people from other countries or that show Britain as a multiracial, multicultural society.

Resources

The citizenship schemes of work can be found at

www.standards.dfes.gov.uk/schemes

The online national curriculum can be found at www.nc.uk.net

**Learning Together to be Safe - Primary
Year 2 – Year 6**

5.3.1 Resource Reference 30 - Rights Respecting Schools

Please see attached PDF document.

**5.3.2 Resource Reference 31 – Citizenship Key Stage 1 and 2 –
Respecting Property**

Please see attached PDF document.

5.3.3 Resource Reference 32 – Sustainable Schools

Please visit <http://www.teachernet.gov.uk/sustainableschools/> for more information.

**5.3.4 Resource Reference 33 - Citizenship Key Stages 1 and 2 – What’s
in the news and the way the media handle the news [file ref cit 11]**

Please see attached PDF document.

**Learning Together to be Safe - Primary
Year 2 – Year 6**

5.4 General Resources to support the Knowledge and Understanding of School Staff and Educators

5.4.1 Resource Reference 1A - Big Picture 2008 – QCAs big picture of the curriculum

Please see attached PDF document.

5.4.2 Resource Reference 2A - Improving Opportunity, Strengthening Society. Progress Report on Race Equality and Community Cohesion

A copy of the report can be downloaded from

<http://www.communities.gov.uk/publications/communities/raceequality/hirdreport>

5.4.3 Resource Reference 3A – Better Together – People in the Health Services to build more Cohesive Communities

Please see attached PDF document.

5.4.4 Resource Reference 4A - Talking to kids about terrorism

Please see attached PDF document.

5.4.5 Resource Reference 5A - Audit tool – QCA tool to determine if your school has respect for all

Please see attached PDF document.

5.4.6 Resource – Books – A list of books

Please see attached PDF document.

5.4.7 Resource – Children and Young People - What's Changed? – A participation outcomes tool

Document to follow.

5.4.8 Resource - Cattle Report 1- Report on Community Cohesion

Please see attached PDF document.

5.4.9 Resource - Cattle Report 2 - Report on Community Cohesion

Please see attached PDF document.

5.5 Resource – DCSF Guidance on the Duty to Promote Community Cohesion

Please see attached PDF document.

5.5.1 Resource – Guidance on the Duty to Promote Community Cohesion

Please see attached PDF document.

5.5.2 Resource – ICoCo prospectus

Please see attached PDF document.

**Learning Together to be Safe - Primary
Year 2 – Year 6**

**5.5.3 Resource – Association for citizenship teaching –Identity, Diversity
and Citizenship – a critical; review of educational resources**

Please see attached PDF document.

**Learning Together to be Safe - Primary
Year 2 – Year 6**

5.5.4 Resource Reference - Urban Contradiction

Urban Contradiction

by Jennifer Johnson

Nice warm summer days,
filled with laughter and childish ways.
Life as we know it is sweet,
with the play of children at our feet.
As the day goes and night nears,
we are forced again to put on our fears.
Streets where children once were found,
are now but an evening battleground.
Into houses stray bullets fly,
where families cry and watch loved ones die.
As day approaches and night ends,
the streets are filled again with one less friend.

About the Poem

This poem tells a story of how a neighbourhood filled with children and happiness can change into a neighbourhood filled with violence during night.

It tells of how the people in that neighbourhood deal with the change and what results from that change.

I wrote this poem from firsthand experience. The neighbourhood that this poem was based on is the neighbourhood that I live in. I see how the violence has affected the families that live here. I also see the fear that is in all of us.

The reason that I chose to title this poem "Urban Contradiction" was because of the difference in what goes on during the day and night in my neighbourhood. I also wanted to show that even though crime and violence are in rampant in the streets, there are still good people out there.

5.5.5 Resource Reference – Salford Road

“Salford Road” by Gareth Owen

Salford Road, Salford Road,
Is the place where I was born,
With a green front gate, a red brick wall
And hydrangeas round a lawn.

Salford road, Salford Road,
Is the road where we would play
Where the sky lay over the roof tops
Like a friend who'd come to stay.

The Gardeners lived at fifty-five,
The Lunds with the willow tree,
Mr Pool with the flag and the garden pond
And the Harndens at fifty-three.

There was riding bikes and laughing
Till we couldn't laugh any more,
And bilberries picked on the hillside
And picnics on the shore.

I lay in bed when I was four
As the sunlight turned to grey
And heard the train through my pillow
And the seagulls far away.

And I rose to look out of my window
For I knew that someone was there
And a man stood as sad as nevermore
And didn't see me there.

And when I stand in Salford Road
And think of the boy who was me
I feel that from one of the windows
Someone is looking at me.

My friends walked out one Summer day,
Walked singing down the lane
My friends walked into a wood called Time
And never came out again.

We live in a land called Gone-Today
That's made of bricks and straw
But Salford Road runs through my head
To a land called Evermore.

**Learning Together to be Safe - Primary
Year 2 – Year 6**

5.5.6 Resource Reference – Our school

“Our School” by Gareth Owen

I go to Weld Park Primary,
It's near the Underpass
And five blocks past the Cemetery
And two roads past the Gas
Works with the big tower that smells so bad
me and me mates put our hankies over our
faces and pretend we're being attacked
by poison gas... and that.

There's this playground with lines for rounders,
And cricket stumps chalked on the wall,
And kids with their coats for goalposts
Booting a tennis ball
Around all over the place and shoutin' and arguin'
about offside and they always kick it over
the garden wall next door and she
goes potty and tells our head teacher
and he gets right ratty with
everybody and stops us playin'
football...
... and everything.

We have this rule at our school
You've to wait till the whistle blows
And you can't go in till you hear it
Not even if it snows.
And your willies get filled with water and your socks
go all soggy and start slipping down your legs
crumpled and you can't undo
the buttons of your mac when
you do get inside...
... it's true.

The best thing is our classroom.
When it's fine you can see right far.
Past the Catholic Cathedral
Right to the Morris Car
Works where me dad works as a fitter and sets off
right early every morning in these overalls
with his snap in this sandwich box and
a flask of tea and always moanin'
about the money... honest.

In Hall we pray for brotherly love
And sing hymns that are ever so long

Learning Together to be Safe - Primary
Year 2 – Year 6

And the Head shouts at Linda Nutter
Who's always doing wrong.
She can't keep out of trouble because
she's always talkin'
she can't stop our teacher says she
must have been inject3ed with
a gramophone needle she talks
so much and
that made me laugh once
not any more though I've heard it
too often... teachers!

Loving your enemy sounds all right
Until you open your eyes
And you're standing next to Nolan
Who's always telling lies
About me and getting me into trouble and about
three times a week I fight him after school
it's like a habit I've got
but I can't love him even though
I screw my eyes up real hard and try like
mad, but if it wasn't him it
would be somebody else
I mean
you've got to have enemies...
... haven't you?

We sing, "O to be a pilgrim"
And think about God and heaven
And then we're told the football team lost
By thirteen goals to seven
But that's not bad because St Xavier's don't haff have
big lads in their team and last time we played
they beat us eighteen one and this time
we got seven goals...
...didn't we?

Then we have our lessons,
We have Science and English and Maths,
Except on Wednesday morning
When our class goes to the baths
And it's not half cold and peter Bradberry's
fingers went all wrinkled and blue last week
and I said, "You're goin' to die, man"
but he pushed me under the water and I had to
hold my breath for fifteen minutes.
But he's still alive though...
... he is.

Friday's my favourite day though,

Learning Together to be Safe - Primary
Year 2 – Year 6

We have Art all afternoon
And I never care what happens
Cos I know it's home-time soon
And I'm free for two whole days but I think
sometimes it wouldn't be half so good
having this weekend if we didn't have five
days
of
school
in
between –
Would it?

**Learning Together to be Safe - Primary
Year 2 – Year 6**

5.6 A set of OfSTED guidance papers

5.6.1 Resource Reference 1B – Community Cohesion Guidance

Please see attached PDF document.

5.6.2 Resource - Ofsted Annual Report 2007/08

Please see attached PDF document.

5.6.3 Resource – EAL guidance for inspectors

Please see attached PDF document.

5.6.4 Resource –Engagement with parents/carers – guidance for inspectors

Please see attached PDF document.

5.6.5 Resource - Equalities Guidance for inspectors

Please see attached PDF document.

5.6.6 Resource – Governance briefing for inspectors

Please see attached PDF document.

5.6.7 Resource - Healthy Lifestyles – briefing for inspectors

Please see attached PDF document.

5.6.8 Resource – Inspections of safeguarding and looked after children services

Please see attached PDF document.

5.6.9 Resource – Partnerships Guidance briefing for inspectors

Please see attached PDF document.

5.7 Resource - Pupils questionnaire KS2

Please see attached PDF document.



6. Information and guidance for school staff on school self evaluation and community cohesion

6.1 Background information

In reinforcing the principles advocated in LTTBS Primary, the following section offers some background details that both support the approach recommended within LTTBS Primary and offers some guidance with approaches to:

- involving stakeholders in evaluation duties
- addressing community cohesion duties
- valuing diversity duties

A variety of publications are attached to this section which should aid schools in understanding what their duties are and how they might carry them out in relation to diversity and community cohesion. With the Ofsted New Framework for the Inspection of School commencing in September 2009 there are also attachments which are originally intended for inspector training; giving a flavour of what inspectors are trained to look for in respect of these issues.

6.1.1 Ofsted

Schools will already be fully aware of their duties to comply with Ofsted so it is useful to begin with “**The Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills 2007/8**” the most recent report that offers clarity around what Ofsted are learning about how schools are addressing their involvement of stakeholders, community cohesion as well as valuing diversity duties.

The following observations are made by Christine Gilbert:

1. Schools and other settings have improved, with many circumstances and routes taken unique to the individual provider. There are some common factors behind the improvements which include:
 - leadership which establishes a clear and ambitious direction for change, takes tough decisions, sets the right pace for sustained progress and secures the commitment of staff
 - objective, open and reflective self-evaluation of strengths and weaknesses, conducted in conjunction with service users and staff, and leading to a wise analysis of the implications for individuals and the actions to take to secure improvement
 - dialogue and feedback to ensure that needs are being met in a culture of excellence, both for individual service users and for the wider community from which they come.
2. The second feature of effective settings, across the sectors, is the way they engage and involve the children, young people and adult learners in the plans and actions

Learning Together to be Safe - Primary Year 2 – Year 6

that will drive improvement. Learning is personalised to meet both specific and group needs; this includes the setting of individual targets and making explicit what is needed to achieve them.

3. Responses to the Tellus3 survey indicate that children generally feel safer in school than when they are out in their local areas (see i, p.120).
4. The inspection of safeguarding in schools continues to be given a high priority in 2007/08. Schools must demonstrate that their procedures comply with current government requirements and that they do all they can to protect pupils. Overall, 77% of schools are good or outstanding in their care of pupils. These schools work well with parents, carers and other agencies to ensure that they identify and meet the needs of all pupils, especially vulnerable pupils and their families. However, 1% of schools inspected were failing to comply with safeguarding requirements and 'working together with other agencies' was frequently identified as a weakness. The overwhelming majority of schools carry out pre-employment vetting of staff satisfactorily.
5. Making a positive contribution – children make a positive contribution when they are fully involved in all aspects of their lives and the wider community, are respected by those around them and have a sense of belonging.
6. In the best services, children experience varied activities which take account of their gender, race, culture, language, religion, interests, abilities and disabilities. They are encouraged to develop friendships.
7. Self-evaluation can build shared commitment as a strong base for improvement.
8. Engaging users: parents and the wider community. The key messages are:
 - Building effective relationships with parents and carers can have a positive impact on improvement
 - Improved communication, including the encouragement of regular and frequent feedback, can contribute to rapid improvement.
 - Partnerships with the wider community must be carefully managed within available resources if they are not to become a distraction; internal management and external involvement must be balanced wisely.
 - Providing access to information and communication technology outside lessons is a common feature of effective schools and other settings and benefits learners.
 - Effective schools and other settings identify at an early stage pupils who are disaffected or at risk of disaffection; they work with them and their parents or carers to win their confidence.
 - Outstanding children's centres engage parents in discussions about learning as well as care.
9. There is a need to build teacher confidence to deliver the curriculum. It is when teachers feel safe that they can innovate and work with challenging curriculum.
10. The safeguarding framework. Chief among the substantial changes to the local

Learning Together to be Safe - Primary Year 2 – Year 6

framework for safeguarding children introduced by the Children Act 2004 and the Every Child Matters agenda are:

- the duty to cooperate to secure the well-being of children and young people
- the duty for the key agencies that work with children and young people to make arrangements to safeguard and promote their welfare
- the establishment of Local Safeguarding Children Boards to coordinate and monitor safeguarding at a strategic level
- the appointment of local directors of children's services and the establishment of Children's Trusts
- the development of a Children and Young People's Plan in every area.

11. The DCSF's '**Guidance on the duty to promote community cohesion**' (July 2007) points out that 'Schools should...design their programmes to recognise where other strands of the equalities agenda – including gender, sexual orientation, disability and age – are interconnected with the aspiration to promote community cohesion, but should note that the main focus of the duty is cohesion across different cultures, ethnic, religious or nonreligious and socioeconomic groups.'

However, while schools' main focus for their community cohesion work will be on these last mentioned groups, the inspection judgement on '**How well does the school contribute to community cohesion?**' will also take into account the separate judgement on the effectiveness with which schools tackle all kinds of discrimination and promote equality of opportunity across all strands of the equalities agenda, including age, gender, disability and sexual orientation.

12. One of the main strands of the duty to promote community cohesion is to engender valuing and understanding of religious and non-religious groups within the school community, the community in which the school is located, the UK community and the global community. As a result, the new inspection judgement will take into account how well the school's work contributes to community cohesion, including for those from different religious and non-religious groups. "Our consultation with a range of interested groups has told us that the inspection guidance is fit for purpose in enabling inspectors to identify and judge how well schools cater for the diversity of religious and non-religious groups."
13. Another of the main strands of this work is for schools to promote community cohesion between groups of different ethnicities and cultural backgrounds. '**How well equality of opportunity is promoted and discrimination tackled...**' is already judged as part of the section 5 inspection framework, but this judgement is much narrower than the allied but distinct judgement on the promotion of community cohesion. From our consultation with schools, DCSF and religious/non-religious groups, we have evidence that extending the evaluation of schools' efforts to promote cohesion (through opportunity, participation and integration) will focus school leaders' attention on implementing strategies to promote understanding between different ethnic groups. From trialling (in over 60 schools) and consultation, we are satisfied that our guidance for inspectors is fit for purpose.

Increasingly with the introduction of a new Ofsted Framework for Inspection, September 2009, it is essential that schools build on their current practices in relation

Learning Together to be Safe - Primary Year 2 – Year 6

to their duties of engaging with stakeholders, promoting community cohesion and valuing diversity. From July 2009 school SEFs were frozen with advice that schools should not rush to update in the new format. As schools begin to adopt the Greater Manchester Police practice on LTTBS Primary they will have sound evidence to add to their SEF updates.

6.2 Community Cohesion

There are no 'quick fixes' and community cohesion is a long-term commitment – a commitment which we should all be willing to make, if we wish to build successful and harmonious communities in which people feel that they belong and that their differences are respected. (Ted Cantele)

Two reports by Ted Cantele are attached to this section; helpful reading together with the Institute of Community Cohesion's documentation about their work. Their website is very helpful in pointing to guidance and case studies and if a school wishes they can publish their good practice on the site.

How the concept of community cohesion has developed

The term 'community cohesion' has been around for centuries in the writings of political theorists. It is widely used to describe a state of harmony or tolerance between people from different backgrounds living within a community. It is linked to the concept of social capital and the idea that if we know our neighbours and contribute to community activity then we are more likely to look out for each other, increase cohesion and minimise the cost of dependency and institutional care.

In recent years cohesion has become an important goal of public policy in response to disturbances in Bradford, Burnley and Oldham in 2001 and the emergence of extremist views on the far right of British politics and amongst radical Islamists. In these circumstances there has been an increased emphasis on how we create a sense of belonging and place, based on a more inclusive set of identities, contributing to Britishness, citizenship, mutual respect and trust. But the wider vision embracing the importance of social networks and community spirit remains as important as ever.

Several definitions have been offered by different observers, each featuring the core concepts of unity and respect for difference but with some variation of emphasis on how cohesion can be achieved.

The core concept is captured quite clearly in the definition used by the Local Government Association (LGA) in two guides written in 2002 and 2004 respectively:

"A cohesive community is one where:

- there is a common vision and a sense of belonging for all communities;
- the diversity of people's different backgrounds and circumstances is appreciated and positively valued;
- those from different backgrounds have similar life opportunities; and
- strong and positive relationships are being developed between people from different backgrounds and circumstances in the workplace, in schools and within neighbourhoods."

Learning Together to be Safe - Primary Year 2 – Year 6

Source: '**Guidance on community cohesion**' (LGA, Dec 2002) and '**Community cohesion - an action guide**' (LGA, 2004).

An analysis of the concept of community cohesion by Dr Rosalyn Lynch of the Home Office Research, Development and Statistics Directorate is given in Appendix C of the 'Cantle report' (the report by the independent review team into the disturbances in several northern towns in 2001- see links). Lynch examines earlier definitions and those factors that are likely to limit achievement of community cohesion (e.g. segregationist housing policy, "white flight" caused by the actions of some estate agents and segregation within schools).

The same report (in Chapter 3) refers to work by Forest and Kearns which describes five domains of community cohesion:

1. Common values and a civic culture - common aims and objectives, common moral principles and codes of behaviour, support for political institutions and participation in politics.
2. Social order and social control - absence of general conflict and threats to the existing order, absence of incivility, effective informal social control, tolerance, respect for differences, inter-group co-operation.
3. Social solidarity and reductions in wealth disparities - harmonious economic and social development and common standards, redistribution of public finances and of opportunities, equal access to services and welfare benefits, ready acknowledgement of social obligations and willingness to assist others.
4. Social networks and social capital - high degree of social interaction within communities and families, civic engagement and associational activity, easy resolution of collective action problems.
5. Place attachment and identity - strong attachment to place, inter-twining of personal and place identity.

A similar but more concise definition is given in the Home Office report '**Improving opportunity, strengthening society**' (January 2005) which describes a cohesive and inclusive society as one in which:

- Young people from different communities grow up with a sense of common belonging
- New immigrants are integrated
- People have opportunities to develop a greater understanding of the range of cultures that contribute to our strength as a country
- People from all backgrounds have opportunities to participate in civic society
- Racism is unacceptable and extremists who promote hatred are marginalised

The concept is developed further in '**Our shared future**', the report of the Commission on Integration and Cohesion chaired by Darra Singh (June 2007). The report sets out four key principles that underpin an understanding of integration and cohesion:

1. A sense of shared futures - an emphasis on what binds communities together rather than what differences divide them and prioritising a shared future over divided legacies.

Learning Together to be Safe - Primary Year 2 – Year 6

2. A new model of rights and responsibilities fit for purpose in the 21st century, one that makes clear a sense of citizenship at national and local level, and the obligations that go along with membership of a community, both for individuals and groups.
3. An ethics of hospitality - a new emphasis on mutual respect and civility that recognises that alongside the need to strengthen the social bonds within groups, the pace of change across the country reconfigures local communities rapidly, meaning that mutual respect is fundamental to issues of integration and cohesion
4. A commitment to equality that sits alongside the need to deliver visible social justice, to prioritise transparency and fairness, and build trust in the institutions that arbitrate between groups

The most recent definition is contained in the Government's response to the **Commission on Integration and Cohesion** (CLG, February 2008) as set out in the introduction to this guide:

“Community cohesion is what must happen in all communities to enable different groups of people to get on well together. A key contributor to community cohesion is integration which is what must happen to enable new residents and existing residents to adjust to one another.

Hence a vision of an integrated and cohesive community is based on three foundations:

1. People from different backgrounds having similar life opportunities
2. People knowing their rights and responsibilities
3. People trusting one another and trusting local institutions to act fairly

And three ways of living together:

1. A shared future vision and sense of belonging
2. A focus on what new and existing communities have in common, alongside a recognition of the value of diversity
3. Strong and positive relationships between people from different backgrounds.”

Source: The Government's Response to the Commission on Integration and Cohesion (CLG, Feb 2008)

The evolution of the concept through the works listed above shows that the core concept based on a common vision and respect for diversity has been retained but with an increasing emphasis on the importance of integration and shared citizenship.

There are important implications for the way policies and approaches to community cohesion are approached. Tackling inequalities remains a key component of community cohesion and where any community or group is clearly disadvantaged it is far less to have any effective stake in society; hence a need for community cohesion plans to be able to say how they will address key areas of disadvantage.

“Guidance on the duty to promote community cohesion” DCSF

Learning Together to be Safe - Primary Year 2 – Year 6

“Every school – whatever its intake and wherever it is located – is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds.”

This is an invaluable source of assistance in explaining guidance on schools and their duty to promote community cohesion. Some of the points arising from the guidance that resonate with Greater Manchester Police’s LTTBS Primary include:

- Learners benefit from meaningful interaction from and about those from different backgrounds.
- Through their ethos and curriculum schools can promote discussion of a common sense of identity and support diversity, showing learners how different communities can be united by shared values and common experiences.
- A focus upon “shared futures” is one where “there is a clearly defined and widely shared sense of the contribution of different individuals and different communities to a future vision for a neighbourhood, city, region or country.”
- Individuals within any community will naturally hold different ambitions, aspirations, beliefs and life experiences but they also share important characteristics with those from their own and different communities.
- There is a strong sense of an individual’s rights and responsibilities when living in a particular place – people know what everyone expects of them, and what they can expect in turn.
- There is a strong sense of trust in institutions locally to act fairly in arbitrating between different interests and for their role and justifications to be subject to public scrutiny.
- Cohesion is about avoiding the corrosive effects of intolerance and harassment.
- For schools, the term “community” has a number of dimensions including:
 - the school community – the learners and families, school staff etc
 - the community within which the school is located – the school in its geographical community and the people who live or work in that area
 - the UK community – all schools are by definition part of this community
 - the global community – formed by EU and international links
- Schools build community cohesion by promoting equality of opportunity and inclusion alongside a focus on encouraging learners to actively engage with others to understand what they all hold in common.
- Schools need to develop an approach reflecting:
 - the nature of the school’s population –whether it serves learners drawn predominantly from one or a small number of religions or beliefs, ethnic or socio-economic groups or from a broader cross-section of the population, or whether it selects by ability from across a wider area
 - the location of the school –whether it serves a rural or urban area and the level of ethnic, socio-economic, religious or non-religious diversity in that area.

The LTTBS Primary resources advocate adopting a bespoke approach to a range of approaches – the schools will know their own localities and a “best fit” approach is required to tackling the issues raised in LTTBS Primary.

- School contributions to community cohesion can be grouped under three headings:
 - *teaching, learning and curriculum* – helping learners to understand

Learning Together to be Safe - Primary Year 2 – Year 6

- others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them as well as develop the skills of participation and responsible action
- *equity and excellence* – to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- *engagement and extended services* –to provide means for learners and their families to interact with people from different backgrounds and build positive relations, including: links with different schools and communities; the provision of extended services; and opportunities for learners, their families and wider community to take part in activities and receive services which build positive interaction and achievement for all groups.
- Schools do face tensions and problems stemming from societal factors outside of their control and which they may not be able to solve as well as external factors shape the lives of learners, their families and the wider community so everyone needs to share responsibility. The GMPs resource LTTBS Primary recognises this and suggests teaching materials and activities to address including all those involved in working together to bring about safer communities in which young people can develop and thrive.

6.2.1 What does a school need to consider in promoting community cohesion?

- An approach that includes a range of activities, both within and outside an individual school, between different schools or between schools, parents and local and wider communities.
- N.B – *it is for the governing body and senior leadership team* to discharge the duty to promote community cohesion as part of its leadership and management role, leading the school and involving the school workforce and its learners in the promotion of community cohesion.
- Teaching, learning and curriculum - provision should support high standards of attainment, promotes shared values and builds learners' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, religions or beliefs, ethnicities and socio-economic backgrounds.
 - Opportunities to promote shared values and help learners to value differences and to challenge prejudice, discrimination and stereotyping. Opportunities in Citizenship, new programme of study for Religious Education and Personal, Social and Health Education.
 - A programme of curriculum based activities which promote learner understanding of community and diversity e.g. fieldwork, visits etc.
 - Support for learners for whom English is an additional language (EAL) and their teaching staff to remove barriers to effective learning.
 - Assemblies which involve the local and wider community and promote the engagement of learners and shared understanding, as well as a school's ethos and values.
- Equity and excellence – provision should focus on securing high standards of attainment for all learners from all ethnic backgrounds, and of different socio-economic statuses, abilities and interests, ensuring that learners are treated with respect and supported to achieve their full potential.

Learning Together to be Safe - Primary Year 2 – Year 6

- Progress can be evaluated by analysing assessment results to keep track of the relative performance of different groups in line with existing duties
- Learners should be involved in evaluating the success of implementing these policies
- The new School Admission Code (<http://www.dfes.gov.uk/sacode/>) emphasises the importance of admission arrangements that promote community cohesion and social equity.
- Engagement and extended services – meaningful contact between people from different groups will break down stereotypes and prejudice.
 - School to school – note the benefits of partnership arrangements to share good practice and offer learners the opportunity to meet and learn from and with other young people from different backgrounds.
 - The value of international links – note the International Mark – to help raise motivation levels and stimulating the interest of learners, families and governors.
 - Links can be made via email, the internet or videoconferencing and the promotion of joint projects with other schools internationally.
 - School to parents and the community – might include
 - Working together through mentoring schemes or bringing community representatives into school to work with the learners or to support learning by leading assemblies
 - Links to local community groups and organisations enables them to play a role in the school and encourage learners to make a positive contribution in the local area.
 - Ensuring pupil voice is heard and able to effect change. Think about how your school can move beyond School Council and pupil voice to Student Leadership. The UNICEF Rights Respecting Schools agenda very much links to this issue.
 - Maintaining strong links and multi-agency working, such as the youth service support, the police, different religious groups and social care and health professionals.
 - Developing links with work placed learning providers and other employers.
 - Engagement with parents through a range of activity.
 - Extended Services – All schools should have a core offer of extended services developed by 2010 and includes a varied menu of activities including study support, childcare, parenting support, swift and easy referral to specialist health and social care services as well as opening up facilities to the wider community.
 - You can develop your offer in such a way that is supportive of the duty to promote community cohesion by consultation with learners, families, and the wider community about the activities and services they provide to meet the needs of all groups.
 - Working in school clusters to build greater interaction and diversity into the daily lives of their school and wider community.
 - Working with local voluntary and community groups to build stronger relationships with the community, increase range of activities and services they can offer and gain expertise in working

Learning Together to be Safe - Primary Year 2 – Year 6

- with different groups who are already established in the area.
- Embedding services and activities in their school improvement plan and to personalisation to ensure they support the achievement of pupils from all different backgrounds.
- Support for all parents through providing information, advice and evidence based parenting programmes which are designed to meet the needs of different groups.
- School to local authorities and other partners – Local authorities, religious or non-religious organisations, SACREs and other voluntary and community organisations have an important role in supporting schools to discharge the duty to promote community cohesion.
 - The promotion of community cohesion should be placed within the broader context of community planning – e.g. in the developing of the local area’s Children and Young People’s Plan (CYPP) and the wider Sustainable Community Strategy to which schools should contribute through engagement with the Children’s Trust partnership arrangements and the Local Strategic Partnership.
 - Ofsted inspections will evaluate schools on their duty to promote community cohesion – see their website.
- Legislation relevant to community cohesion includes:
 - Equality Act 2006
 - Race Relations (Amendment) Act 2000
 - The Children Act 2004

Alongside the legislative framework, there is a range of community cohesion guidance including:

- Commission on Integration and Cohesion, *Our shared future* (June 2007)
- Communities and Local Government, *Community Cohesion Education Standards for Schools* (2004)
- Local Government Association, *Community Cohesion – an action guide*, LGA guidance for local authorities (2004)
- Communities and Local Government, *Community Cohesion: Seven Steps – A Practitioners Toolkit* (2005)
- Communities and Local Government, *Building a Picture of Community Cohesion* (2003)
- Communities and Local Government, *Strong and Prosperous Communities – the Local*
- *Government White Paper* (2006)

6.2.2 Additional websites of interest

- The Specialist Schools network, led by the Specialist Schools and Academies Trust, with advice and information available at: www.schoolsnetwork.org.uk
- The Global Gateway to educational partnerships between schools and colleges across the world: www.globalgateway.org.uk
- Information on extended schools partnerships and networks at: www.everychildmatters.gov.uk/ete/extendedschools
- Resources available through the Training and Development Agency for Schools (TDA) website at www.tda.gov.uk including:

Learning Together to be Safe - Primary Year 2 – Year 6

- Extended Schools Core Offer – Community Access and Extended Schools consultation kit available at:
<http://www.tda.gov.uk/remodelling/extendedschools>

6.2.3 Community Cohesion – a checklist for school leaders and governors

- **BRIEF YOURSELF**

Review the guidance document and information in this online Resource Pack. Make sure you are clear about the definitions of community cohesion and their application to the school community.

- **WHO TO INVOLVE?**

Decide who needs to be involved in reviewing and improving your school's practice to promote community cohesion. Consider the potential for engaging the LA, local collaboration with other schools and or young people and parents through appropriate consultation or action research groups.

- **RAISE AWARENESS**

Decide how to familiarise others with the definition of community cohesion – discuss and reflect on how the four elements of the definition relate to the learning in your school. Raise awareness that the school seeks to improve its contribution towards promoting community cohesion.

- **LINK AGENDAS TOGETHER**

Consider how you can develop the promotion of cohesion to coincide with your work on national priorities such as Every Child Matters reforms, personalised learning, narrowing achievement gaps, workforce remodelling, Extended Services, Building Schools for the Future and other national strategies. Consider links with your race equality policies.

- **AUDIT**

Decide the best way to audit existing work which contributes to cohesion in your school and the skills of your workforce – ideally using the three headings:

Teaching, learning and curriculum

Equity and excellence

Engagement and extended services

Audit tables are available:

<http://www.teachernet.gov.uk/wholeschool/Communitycohesion/communitycohesionresourcepack/teachingandlearning/auditingyourschooleffectiveness/>)

- **UPDATE YOUR LOCAL INFORMATION**

Collect together available information to help you identify the needs of your school population and the population of your local community. Devise appropriate means to gain further information periodically and keep up to date with trends in your area (Especially in areas where the local population is changing rapidly). Consider contacting your Local Authority who may be able to assist you in collecting or updating information about your local community and their needs.

Learning Together to be Safe - Primary
Year 2 – Year 6

- **AGREE PRIORITIES AND PLAN ACCORDINGLY**

Reflect on the needs of your pupils, how well is your school values, ethos, curriculum, teaching and learning, processes, procedures and opportunities preparing young people to be able to contribute to promote cohesion? Consider how well your school meets the needs of the local community. Work with relevant stakeholders to agree priorities and develop plans.

- **COMMUNICATE PLANS, ESTABLISH MONITORING AND GET STARTED**

Ensure that plans are well-communicated, set up mechanisms for monitoring and evaluation and get started.

Learning Together to be Safe - Primary Year 2 – Year 6

6.2.4 Valuable links and websites

1. <http://resources.cohesioninstitute.org.uk/Publications/Documents/Document/DownloadDocumentsFile.aspx?recordId=61&file=PDFversion>

The “**DCSF guidance on the duty to promote community cohesion**” is an invaluable resource for school leaders. This mandatory duty has been in place since September 2007 but has gained a raised profile since it now falls under of what Ofsted measure from September 2008. This coincides with the new framework for inspection.

2. <http://www.cohesioninstitute.org.uk/Resources/AboutCommunityCohesion#2008>

Follow this link to find numerous publications about community cohesion.

3. <http://www.cohesioninstitute.org.uk>

The Institute of Community Cohesion (**iCoCo**) was established in 2005 to provide a new approach to race, diversity and multiculturalism. The work focuses upon building positive and harmonious community relations, using applied research to constantly develop practice and to build capacity of all the agencies and individuals involved. It represents a unique partnership of academic, statutory and non-governmental bodies which combine the experience and expertise of Coventry, Warwick, DeMontfort and Leicester Universities. It is a not for profit organisation, which aims to build capacity at all levels and in all local and national agencies to promote community cohesion. They have a large portfolio of work and now moving towards a larger core establishment, substantially increasing research and policy development capacity.

4. <http://resources.cohesioninstitute.org.uk/Publications/Documents/Document/DownloadDocumentsFile.aspx?recordId=5&file=PDFversion>

“**Better Together**” is a guide on how you can help to build more cohesive communities. This document, whilst written specifically for the Health Service, is extremely useful for the guidance and support it offers and is easily applicable to the field of education. Although it is about 70 pages in length it is easy reading and contains lots of informative case studies as well as links to toolkits and other resources. It could be a very useful resource for many aspects of the curriculum including citizenship and PSHE. Chapter 4 considers the nature of community cohesion: what do we mean by “community”, how to measure it, what are the causes of tension between communities and a final section on combating violent extremism.

5. http://www.cohesioninstitute.org.uk/live/images/cme_resources/Public/documents/brochures/iCoCoProspectus.pdf

This prospectus from the Institute of Community Cohesion introduces the vision, objectives and strategy of the organisation and may be valuable for focusing the school leader on the main issues involved in community cohesion especially with the definition on page 5.

Learning Together to be Safe - Primary Year 2 – Year 6

6.2.5 Diversity and Equality

Schools have a duty to observe the general duties placed on the public sector by UK legislation to eliminate unlawful discrimination and promote equality of opportunity. The duties arise from the Equality Act 2006, the Disability Discrimination Act (DDA) Amendment 2005 and the Race Relations Act 2000. These place a positive legal duty to promote equality of opportunity in all activities including procurement.

6.2.6 Curriculum approaches to the promotion of community cohesion

Learning that is related to community cohesion can be identified in all subject areas across the curriculum. Direct work on diversity and cohesion is particularly likely to take place in religious education, citizenship, PSHE, history, geography, English, PE and the creative curriculum.

Schools may wish to audit their current provision in order to develop and evaluate their work in promoting cohesion. Curriculum review and planning to develop the school's work in this area will often be based on the following information:

- diversity and needs of the pupil population in the school
- nature of the local communities that the school serves and how they are changing
- current strengths and weaknesses of the curriculum that all learners experience

6.2.7 Cohesion work throughout the curriculum

Work on community cohesion can be included in the school's existing improvement planning. Drawing this work together with other curriculum aims at an early stage of priority setting will allow cohesion work to be mainstreamed. The audit section of this guidance offers a framework of learning outcomes that can be achieved across many curriculum areas using a variety of activities.

In the new secondary National Curriculum, coherence is encouraged through the implementation of Cross Curriculum Dimensions including 'diversity and identity'.

6.2.8 Learning about diversity through citizenship

Following the 'Diversity and citizenship' curriculum review (the Ajegbo Report) the secondary citizenship curriculum now has a new key concept: 'Identity and diversity: living together in the UK'. This, together with the other changes in the curriculum, may encourage some schools to conduct a thorough review of the subject and its contribution to community cohesion. This may occur in both primary and secondary schools as some primary schools may also wish to review their PSHE and citizenship work in light of this new emphasis that will be developed in their secondary partners. Collaboration between primary and secondary schools over how the theme of diversity in particular, and cohesion work more generally, can be developed from 3 — 19 may be extremely valuable.

The Citizenship Foundation is an independent education and participation charity in the

Learning Together to be Safe - Primary Year 2 – Year 6

UK. It produces teaching materials to introduce students to their legal rights and responsibilities and the role of law in our democratic society. It has also developed projects looking at primary citizenship, moral education, political literacy and work with alienated groups such as young offenders.

'Identity, diversity and citizenship: a critical review of educational resources' produced by the Association for Citizenship Teachers and the Citizenship Foundation provides a useful summary of the main concepts that might be included in work about identity and diversity. An overview of this kind is useful when deciding on the most appropriate concepts and methods to use with your pupils.

6.2.9 Learning to understand and appreciate diversity through religious education

Effective Religious Education (RE) can provide excellent opportunities for pupils to debate questions of belief, identity and diversity that underpin community cohesion. In October 2004, the Secretary of State launched a Non-Statutory National Framework for Religious Education, to bring it in line with the national curriculum subjects. The framework is used in the setting of the locally agreed syllabus.

The non-statutory framework for RE places inclusion, tolerance, diversity and interfaith dialogue at the heart of children's learning. Good RE taught in the spirit of the Framework can address the prejudices brought about by a shallow knowledge of world religions and beliefs. Providing pupils with a safe forum for the discussion of controversial issues is an essential part of RE's contribution to community cohesion and can equip pupils to consider issues of diversity and religious understanding.

6.3.1 RE and community cohesion

Schools can maximise RE's contribution to community cohesion by:

- ensuring that teaching and learning of RE utilises the Framework and supporting guidance in the context of their most recent local agreed syllabus or governors' policy
- providing opportunities for pupils to understand and appreciate diversity by exploring how practices and beliefs vary within traditions, change over time and are influenced by cultures. This could include taking part in visits, speaker events, web-based investigations, dialogues or community projects that involve understanding differences and seeing similarities.
- providing opportunities for pupils to evaluate their own and others' beliefs about why people belong to faith communities, what challenges and tensions might be caused by belonging to a faith, and how religious beliefs relate to a secular world view.

Following the recommendations of the Diversity and Citizenship Curriculum Review, the DCSF has initiated an annual event, *Who Do We Think We Are? Week*, during which schools across the country will concentrate on identity and cohesion. This provides a focal point for schools wishing to raise the profile of these issues for their pupils and for the wider community. One aspect of the week could be involving stakeholders in reviewing and prioritizing the school's approach to promoting community cohesion.

Learning Together to be Safe - Primary Year 2 – Year 6

6.3.2 The global dimension

Ensuring that a global dimension is present in the curriculum allows learners to recognise the links between local and global issues. The new National Curriculum includes this as one of the cross-curriculum dimensions. When this is done effectively, young people critically examine their assumptions and values; appreciate the similarities between people everywhere and gain a deeper understanding of diversity. QCA guidance suggests that "Learners should evaluate information and events from a global perspective. By exploring the connections between the local and the global, they can also realise that it is possible to play a part in working towards solutions to challenges... The global dimension incorporates global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions". The global dimension therefore provides a useful framework to join up a school's work on cohesion.

6.3.3 Identity and cultural diversity

There is also a relevant cross-curricular dimension Identity and Cultural diversity. The QCA guidance on this dimension describes the benefits of this theme as follows: 'Learning about identity and cultural diversity can help young people to live and work together in diverse communities, both in this country and the wider world. It can also help them develop their identity and sense of belonging which are fundamental to personal well-being and the achievements of a flourishing and cohesive society.'

6.3.4 Valuing diversity and challenging racism through the curriculum



<http://www.qcda.gov.uk/6753.as>

[px](#)

The Respect for all web pages provide support for teachers looking for ways to integrate race equality, diversity and inclusion issues into the curriculum. They provide guidance and ideas on how your school can value diversity and challenge racism through the curriculum. The content is designed to help pupils from all ethnic groups and linguistic, social and cultural backgrounds realise their potential.

This material explains what your school should accomplish in terms of the national curriculum inclusion statement and the Race Relations (Amendment) Act (2000). It suggests approaches to lesson planning, class management and learning activities to foster a greater understanding of values, cultures and practices. The case studies demonstrate how schools throughout the country have achieved this in practice.

Learning Together to be Safe - Primary Year 2 – Year 6

QCA have a **Respect for all audit tool** to help your school review and monitor its race equality policies and practice. A copy is attached with these resources.

<http://www.qcda.gov.uk/8008.aspx>

6.3.5 Race Equality

Guidance on race equality and inclusion can help schools ensure they discharge their legal responsibilities effectively.

The recommendations in the report on the **Stephen Lawrence Inquiry Paragraph 67: Prevention and the role of education** emphasised the importance of an inclusive curriculum in preventing racism.

The Race Relations (Amendment) Act 2000 has placed a general duty upon schools, educational institutions and local education authorities to promote race equality. The **Schools and race equality legislation** and **Promoting racial equality** areas of this website have more information on this.

The Children Act 2004 and **Every Child Matters: Change for Children** outline the responsibility of schools to ensure the well-being and progress of all children by working together more effectively with other agencies and services.

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion and on Ofsted, to report on the contributions made in this area. The duty on schools came into effect on 1 September 2007 and the duty on Ofsted in September 2008.

The national curriculum is clear on the need for schools to plan for the diverse learning needs of all pupils:

'An effective inclusive school needs to adopt a whole-school approach to the curriculum. One of the main purposes of the whole-school curriculum will be to establish the entitlement to a range of high-quality teaching and learning experiences, irrespective of social background, culture, race, gender, differences in ability and disabilities.'

The **Statutory inclusion statement** of the national curriculum provides a clear framework for supporting the achievement of all pupils, including minority ethnic pupils. The **Inclusion** area of this website offers guidance on how the Statutory inclusion statement relates to the Respect for All agenda.

The **Ethnic Minority Achievement Grant** is a key source of funding for schools to use to develop further their practice and provision aimed at addressing the underachievement of minority ethnic pupils

6.3.6 Schools and race equality legislation

In 2001, the Race Relations (Amendment) Act (2000) was amended to give public authorities a new statutory duty to promote race equality: this duty is commonly referred to as the Race equality duty. The Race equality duty requires schools both to eliminate unlawful racial discrimination and to promote equality for pupils, staff and

Learning Together to be Safe - Primary Year 2 – Year 6

others using school facilities. It aims to ensure that people have equality of opportunity in accessing and experiencing public services.

The general duty is obligatory and states that public authorities must have 'due regard to the need' to:

- eliminate unlawful racial discrimination
- promote equal opportunities
- promote good relations between people from different racial groups.

Schools must also meet a set of specific duties. They must:

- prepare and maintain a Race Equality Policy, with an action plan
- involve appropriate and diverse stakeholders in developing the policy
- assess the impact (link to 0.3.3) of all their policies on pupils, staff and parents of different racial groups
- monitor, by reference to their impact on such pupils, staff and parents, the operation of such policies
- implement the actions set out in the policy within three years, unless it is unreasonable or impracticable to do so
- take reasonable steps to report on progress annually and review and revise the scheme at least every three years.

Schools, along with other public authorities, have been required to undertake these steps since May 2002.

Equality and Human Rights Commission has issued codes of practice that provide guidance to schools and other public authorities on how to fulfil their responsibilities. These can be ordered via their Education publications page which includes a Framework for a race equality policy for schools.

Every school should assess how effective its race equality policy (link to 0.3.3) is, using the arrangements it has already made to develop and review policies.

Pupils should be made aware of relevant race-related legislation and the school's race equality policy.

6.3.7 Promoting racial equality

The Race Relations (Amendment) Act (2000) requires all public authorities, including schools that are maintained by the local authority, to promote race equality. This general duty applies to all authorities listed in Schedule 1A of the Act.

Schools' race equality policies - from issues to outcomes - This DCSF leaflet is intended to help schools to implement their statutory Race Equality Policy. It outlines practical steps that any school can take to mainstream race equality within existing work in order to improve pupils' attainment, and to build a school community with a positive ethos that reflects the wider community.

The Achieve network is a GTCE network that aims to share, stimulate and support good practice and to influence policy in:

- tackling the underachievement of some black and minority ethnic pupils

Learning Together to be Safe - Primary Year 2 – Year 6

- preparing all pupils to live in a multi-ethnic and multicultural society
- recruiting, retaining and developing minority ethnic teaching staff.

It is for senior managers in schools and school governors, teachers, LA advisers and teaching assistants with expertise and responsibility in supporting black and minority ethnic pupils, black and minority ethnic teachers and teaching assistants.

The Achieve network set up the Race Equality and Your School (REAYS) project to help schools meet the duties of the Race Relations Amendment Act 2000.

The Achieve network identified the need for high quality; accessible research on teaching and learning that promotes equality for minority ethnic pupils. Responding to this need, the Achieve network pulled together key research into one anthology for teachers to use.

Engaging with research: Promoting equality for Black and minority ethnic pupils

-- The anthology highlights the evidence about key strategies teachers can use to maximise their BME pupils' learning potential. The evidence is supported by a related set of taster activities to try out in classrooms.

Research shows that schools that are successful at promoting equality of opportunity for all pupils are characterised by:

- High expectations - every pupil is expected and encouraged to achieve their potential both by teachers and parents. In the process, effective schools focus on improving the self-esteem and self-confidence of minority ethnic pupils as well as their achievement.
- High quality teaching and learning - lessons are planned and delivered in ways that will enhance the achievement of all pupils whilst careful monitoring enables teachers to pinpoint and tackle underperformance.
- An ethos of inclusivity and respect, welcoming of diversity. A commitment to inclusion can be shown explicitly through wall displays etc and implicitly through classroom teaching practices. Schools that achieve an ethos of respect, have clear and consistent approaches to bad behaviour, bullying and tackling racism with a focus on prevention.
- Effective partnership between parents and schools - parents are positively encouraged to play a full part in the life and development of the school and in their children's learning. Establishing good home-school links also helps teachers to build a better picture of pupils' needs.

6.3.8 Equality and the curriculum

The curriculum should draw on areas of interest for pupils from all ethnic groups.

Teachers should make sure that:

- the curriculum draws on the cultural backgrounds and experience of all pupils
- the school supports and promotes the study of community languages
- the principal languages spoken by local ethnic minority communities are offered as part of the school curriculum.

Teachers should, in all areas of the curriculum, promote racial equality and ethnic diversity, and challenge racism and discrimination. They should make sure that:

- the choice of content in all subject areas actively contributes to a positive understanding of racial equality and cultural diversity

Learning Together to be Safe - Primary Year 2 – Year 6

- prejudices, bias and discrimination are challenged across the curriculum
- the curriculum encourages and equips all pupils to:
 - understand and respect diversity and differences
 - recognise the effects of bullying
 - identify, challenge and deal with racism, bias, prejudice and stereotyping and discrimination of any kind
 - develop the skills to challenge discrimination assertively.

Good practice in promoting race equality in schools: Ofsted (2005) concludes that the effective incorporation of issues on race and diversity into the curriculum can contribute positively to teaching and learning and support pupils' attainment.

Evaluation Educational Inclusion: Guidance for Inspectors and Schools: Ofsted (2000) aims to help inspectors and the governors and staff of schools, to identify what it means to be an inclusive school. It requires inspection reports to be more focused on the impact of the school's strategies for addressing inclusion and, particularly, for promoting racial equality.

Runnymede Trust has produced the Real Histories Directory site to support teachers, parents, pupils and the wider community in teaching and learning about cultural diversity in the UK.

6.3.9 Race equality policy impact assessment

Schools must assess the impact their policies (including the race equality policy) have on pupils, staff, and parents from different racial groups. In particular, schools should assess whether their policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups.

6.4 Assessing impact on pupils, staff and parents

When reviewing the impact of policies, schools could ask the following questions.

- Is the school making sure that its policies, for example on exclusion, bullying, the curriculum, parental involvement, community involvement, and race equality, are not having an adverse impact on pupils, staff or parents from some racial groups?
- How does the school help all staff to develop and reach their full potential?
- How does the school encourage all parents to take part fully in the life of the school?
- Does the school help all its pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- How does the school explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English language learning needs?
- Does each relevant policy include aims to deal with differences (or possible differences) in attainment between pupils from different racial groups? Do the policy's aims lead to action to deal with any differences that have been identified (for example, extra coaching for pupils or steps to prevent racist bullying)?
- What is the school doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
- What is the school doing to:

Learning Together to be Safe - Primary Year 2 – Year 6

- prepare pupils for living in a multi-ethnic society?
- promote race equality and harmony in the school, and in the local community?
- prevent or deal with racism?
- Is the action the school has taken appropriate and effective? Are there any unexpected results? If so, how are they being handled?
- What changes does the school need to make to relevant policies, policy aims and any related targets and strategies?

To answer these questions, schools could consider:

- collecting and analysing relevant data
- talking to pupils, parents and staff to find out their needs and opinions
- carrying out surveys or special research.

Schools should use the results of these assessments to:

- rethink their race equality objectives (where necessary)
- influence and guide their planning and decision making.

When assessing the impact of policies on the curriculum, staff could ask the following questions.

- How do we plan the curriculum so that it includes the principle of race equality, and recognises and values diversity?
- How do we make sure that pupils get the opportunity to explore questions of identity, race equality and racism?
- How do we monitor the curriculum and assess whether it helps all pupils to achieve their full potential?
- What do we do to give pupils the chance to experience other cultures?

Schools may find the following sources of information useful:

Schools' race equality policies - from issues to outcomes

This DCSF leaflet is intended to help schools to implement their statutory Race Equality Policy. It outlines practical steps that any school can take to mainstream race equality within existing work in order to improve pupils' attainment, and to build a school community with a positive ethos that reflects the wider community.

The Equality and Human Rights Commission has produced a range of race equality duty documents including ***The duty to promote race equality: a guide for schools (Non-statutory)*** and ***An Assessment template for race equality policies: Schools in England and Wales***

6.4.1 Selecting resources

The school should take active steps to ensure that resources in all areas of the curriculum are inclusive. Teachers should make sure that:

- the policy on purchasing and using resources refers to the need to check that resources are inclusive
- all books and other media are checked for their suitability for different groups of pupils
- non-inclusive teaching materials are used in an inclusive way and used, for example, to highlight and explore issues of stereotyping, ignorance and

Learning Together to be Safe - Primary Year 2 – Year 6

prejudice

The school should make full use of the resources available within its local minority ethnic communities and the skills and experiences of parents, pupils and members of local minority ethnic communities are used to support the school.

All areas of the curriculum should use resources that promote a greater understanding of cultural diversity, racial equality, and the importance of challenging racism and racial discrimination. Teachers should:

- display positive images of people from various ethnic groups and their cultural backgrounds in all subject areas and parts of the school
- use a wide variety of resources in all subject areas to promote racial equality and cultural diversity, and to challenge racial discrimination
- raise students' cultural awareness through studying the work of professionals from minority ethnic backgrounds e.g. by providing resources to study African and Asian history which can assist students to gain a sense of identity.
- regularly review and evaluate the effectiveness of resources in promoting racial equality and challenging racial discrimination.

6.4.2 Useful resources/links

Identity, Diversity and Citizenship: A Critical Review of Educational Resources (http://www.citizenshipfoundation.org.uk/lib_res_pdf/0747.pdf) sets out to appraise critically the general situation with regard to educational resources related to identity and diversity as they appear in the Citizenship curriculum, their aims and objectives; the pedagogical methods they employ; what they cover and do not cover. The aim is to present a critical overview of what is currently available, with a view to helping practitioners select appropriate resources for use with their learners, and, where there are gaps in provision, guiding resource-providers in the commissioning and developing of new kinds of teaching materials.

6.4.3 Books, articles and guides

Complementing teachers: a practical guide to promoting race equality in schools (Runnymede Trust, Granada Learning, 2003, ISBN 1840859121)

Complementing teachers helps schools meet the duties placed upon them by the Race Relations (Amendment) Act (2000). Written by a team of teachers, educationalists, and experts on race equality, it sets out how schools across all phases can develop race equality policies as well as providing practical suggestions, activities and background support information.

Education for citizenship, diversity and race equality: a practical guide (Citizenship Foundation, 2001)

This guidance was commissioned by the Citizenship Foundation and Me Too, an anti-prejudice charity, to help citizenship teachers address diversity and race equality issues in the curriculum. It can be downloaded from the Citizenship Foundation's website (www.citizenshipfoundation.org.uk).

Here, there and everywhere: belonging, identity and equality in schools

Learning Together to be Safe - Primary Year 2 – Year 6

(Robin Richardson (for Derbyshire Advisory and Inspection Service), Trentham Books, 2004, ISBN 1858563437)

This is a resource for schools that explores how issues of belonging, identity and equality can be addressed, illustrated through a range of projects organised by Derbyshire Advisory and Inspection Service.

Keep on moving

(Minority Ethnic Role-models for Learning and Inspiration (MERLIN), *Keep on Moving* is a free CD-ROM and resource pack for teachers. The CD-ROM includes a 20-minute film showcasing nine successful role models from different ethnic backgrounds who work in a wide range of professions. It also includes a teachers' section with lesson and teaching activities. Contact the MERLIN programme manager on 0870 600 2482 for the free CD-ROM and pack.

No problem here (Scottish Centre for Research in Education)

This article by Patricia Donald, Susan Gosling and Jean Hamilton discusses children's attitude to race in a mainly white area. The article focuses on research in three Scottish primary schools.

Race equality teaching (Trentham Books)

This journal is published three times a year to help teachers respond to the Race Relations (Amendment) Act (2000).

Schools' race equality policies: from issues to outcomes (DfES, 2004)

This guidance document outlines practical steps schools can take to mainstream race equality within existing work and practices.

Trial and error: Learning about racism through citizenship education (DfES/0723/2003)

A free CD-ROM developed to help schools challenge racism.

Learning Together to be Safe - Primary Year 2 – Year 6

7. Further information

7.1 About the Centre for Urban Education

The Centre for Urban Education is a pioneering centre within the Institute of Education at Manchester Metropolitan University. We work with children, young people, their families and the professionals concerned with their education and care in urban contexts in Greater Manchester, the North West of England, across the UK and internationally.

We specialise in developing and delivering innovative and creative learning programmes that:

- raise the aspiration and achievement of children, young people and families
- develop professionals and leaders to support urban learners
- unlocks the assets of the urban environment

For more information regarding this pack, please contact:

Marilyn Eccles, Leader of the Centre for Urban Education
Email m.eccles@mmu.ac.uk

John Robinson, Consultant, Centre for Urban Education
Email robinsonjohnf@aol.com

Ingrid Cox, Consultant, Centre for Urban Education
Email ivcox@hotmail.com

Centre for Urban Education
Manchester Metropolitan University
799 Wilmslow Road
Didsbury
Manchester, M20 2RR
Tel 0161 247 2406
Email cue@mmu.ac.uk
www.mmu.ac.uk/cue