



Preventing Extremism and Radicalisation Policy

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Contents

Background.....	3
Purpose & aims	3
Definitions	4
Roles and responsibilities.....	4
Training.....	5
The role of the curriculum	5
Visitors and the use of school premises	6
Procedures for managing concerns.....	7
Relevant policies.....	8
Statutory framework	8
Further resources.....	9
Appendix 1: Warning Signs/Indicators of Concern	10
Appendix 2: Person Vulnerable to Radicalisation (VTR) Referral Form	12

Background

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("**the Prevent duty**").

The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place to promote the spiritual, moral, social, and cultural development of pupils;
- Assessing the risk of pupils being drawn into extremist views;
- Ensuring safeguarding arrangements by working in partnership with local authorities, police, and communities;
- Training staff to provide them with the knowledge and ability to identify pupils who may be vulnerable to radicalisation; and
- Keeping pupils safe online by using effective filtering and usage policies.

Purpose & aims

Great Hockham Primary School and Nursery as a Sapientia Education Trust ("**SET**") school is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

Our school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This SET policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection, and support.

At Great Hockham Primary School and Nursery we will ensure that:

- All staff **and** volunteers understand what radicalisation and extremism is and why we need to be vigilant in school;
- Through training, staff **and** volunteers will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise;
- Through our curriculum, we will promote the spiritual, moral, social, and cultural development of pupils; and
- Parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

This policy applies to all pupils, staff, parents/**carers**, **trustees**, volunteers, and visitors.

A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

Definitions¹

For the purpose of this policy:

- **Extremism** – Extremism' is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas;
- **Radicalisation** – Refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups;
- **Terrorism** – The Terrorism Act 2000 defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause;
- **Non-violent extremism** - Is extremism, as defined above, which is not accompanied by violence; and
- **Terrorist-related offences** - Are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

Roles and responsibilities

It is the responsibility of every member of staff, volunteer, and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

The **SET Board of Trustees** is accountable for ensuring the effectiveness of this policy and our compliance with it. It will ensure that:

- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy;
- All SET staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation;
- The Headteacher and Designated Safeguarding Lead will assess the risk of pupils being drawn into extremist views. The risk assessment may

¹ As defined in [Statutory guidance - Prevent duty guidance: for England and Wales](#)

include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community;

- A broad curriculum is in place to deliver the spiritual, moral, social, and cultural development of pupils;
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required; and
- There are systems in place for keeping pupils safe from extremist material when accessing the college's internet by using effective filtering and usage policies.

SET will review Great Hockham Primary School and Nursery Prevent policy and procedures as part of the annual safeguarding audit and review process.

The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in '*Keeping Children Safe in Education*'. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

The DSL and Safeguarding team at Great Hockham Primary School and Nursery will make referrals in accordance with Norfolk Channel procedures and will represent our school at Channel meetings as required.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

Training

Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.

The SET **Trustees** will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

The role of the curriculum

At Great Hockham Primary School and Nursery we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social, and cultural ("**SMSC**") development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Through our curriculum we will aim to:

- Promote fundamental British values;
- Enable students to develop their self-knowledge, self-esteem, and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Enable further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will also achieve this through an explicit PREVENT curriculum delivered through PSHE in Years 1 to 6 at an appropriate level, based on building pupils' resilience to radicalisation by promoting fundamental British values and enabling our pupils to challenge extremist views. (Appendix 5 –PSHE Curriculum Map) and through assemblies about British Values to the whole school and more specific ones on challenging extremist views in Years 5 and 6.

Visitors and the use of school premises

At Great Hockham Primary School and Nursery we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups, or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of pupils; and

- Activities are carefully evaluated by schools to ensure that they are effective.

Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract.

Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, we will contact the police and terminate the arrangement.

Procedures for managing concerns

Great Hockham Primary School and Nursery adheres to the procedures that have been agreed locally through the NORFOLK SAFEGUARDING CHILDREN'S PARTNERSHIP for safeguarding individuals vulnerable to extremism and radicalisation.

Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned, and this includes vulnerability to Radicalisation.** Guidance on the signs and indicators that a pupil may have been or is vulnerable to radicalisation can be found in Appendix 1

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with the current version of [Working Together to Safeguard Children](#).

The Designated Safeguarding Lead (DSL) or members of the Safeguarding team should be used as a first point of contact for any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or a member of the safeguarding team. The concern must be recorded in line with our schools Safeguarding & Child Protection Policy. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow NORFOLK SAFEGUARDING CHILDREN'S PARTNERSHIP procedures. All information and actions taken, including the reasons for any decisions made, will be fully documented on MYCONCERN.

All Channel referrals will be made using the referral form that can be found at Appendix 2.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher. *If the concern relates to the Headteacher, this will be reported to the SET CEO immediately. In the event that the SET CEO is not contactable on that day, the information must be passed to, and dealt with by the SET Director of HR. Further information on this procedure is outlined in our Safeguarding & Child Protection Policy.*

Relevant policies

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Attendance Policy
- Anti-Bullying
- Online Safety Policy
- Health and Safety Policy
- Safeguarding incorporating Child Protection Policy
- Safety of Pupils Management Policy
- Security and Access Management Policy
- Single Equality Scheme
- Staff Code of Conduct
- Use of School Premises/Lettings
- Whistle-blowing

Statutory framework

This policy has been devised in accordance with the following legislation and local and national guidance:

- [Norfolk Channel Procedures](#)
- [The Counter-Terrorism & Security Act 2015](#)
- [The Prevent Duty Guidance: for England & Wales](#) , HM Government
- [The Prevent Duty: Departmental Advice for Schools and Childcare Providers](#) , DfE 2015
- [Keeping Children Safe in Education](#)

- [Promoting fundamental British values as part of SMSC in schools](#) , DfE 2014
- [Working Together to Safeguard Children](#)
- [Information Sharing: advice for safeguarding practitioners](#) DfE 2018
- [DFE, Making a referral to prevent guidance](#)
- [DFE, Prevent duty self-assessment tool for schools](#)

Further resources

The [Let's Talk About It](#) website provides information enabling people to learn more about the Government's Prevent strategy with an aim to safeguard those who may be vulnerable to radicalisation. There is a range of supportive material on the website which also provides links to partner agencies to help people spot the signs of radicalisation at an early stage and provide communities with advice as to what to do.

[Educate.Against.Hate](#) has been developed by the Department of Education and provides advice, support and resources to schools and parents/carers to protect children from extremism and radicalisation.

Appendix 1: Warning Signs/Indicators of Concern

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- **Personal Crisis:** the pupil may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances:** migration; local community tensions and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations:** the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement, or reintegration; or
- **Special Educational Need:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse;
- Peer pressure;
- Influence from older people or via the Internet;
- Bullying;
- Domestic violence;
- Race/hate crime.

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group, or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or artwork promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group, or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include:
 - physical or verbal assault ;
 - provocative behaviour ;
 - damage to property ;
 - derogatory name calling ;
 - possession of prejudice-related materials ;
 - prejudice related ridicule or name calling ;
 - inappropriate forms of address ;
 - refusal to co-operate ;
 - attempts to recruit to prejudice-related organisations ; or
 - condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools;

Appendix 2: National Prevent Referral Form

National Prevent Referral FORM

This form is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism. Below are questions which may help you to quantify and structure your concerns. The list is not exhaustive and other factors may be present, but they are intended as a guide to help communicate your professional judgement about what has led you to make this referral.

Faith / ideology

- Are they new to a particular faith / faith strand?
- Do they seem to have naïve or narrow religious or political views?
- Have there been sudden changes in their observance, behaviour, interaction, or attendance at their place of worship / organised meeting?
- Have there been specific examples or is there an undertone of "Them and Us" language or violent rhetoric being used or behaviour occurring?
- Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?
- Are there particular grievances either personal or global that appear to be unresolved / festering?
- Has there been an increase in unusual travel abroad without satisfactory explanation?

Personal / emotional / social issues

- Is there conflict with their families regarding religious beliefs / lifestyle choices?
- Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?
- Is there evidence of increasing isolation from family, friends, or groups towards a smaller group of individuals or a known location?
- Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?
- Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?
- Do they associate with negative / criminal peers or known groups of concern?
- Are there concerns regarding their emotional stability and or mental health?

- Is there evidence of participation in survivalist / combat simulation activities, e.g., paint balling?

Risk / Protective Factors

- What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? E.g., mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.
- Is there any evidence of others targeting or exploiting these vulnerabilities or risks?
- What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? E.g., positive family ties, employment, mentor / agency input etc.

Appendix 3: Great Hockham Primary School and Nursery PSHE Prevent Curriculum

Owls – Year 1 and 2

	Big Question	PoS Ref	Unit coverage	Support material
Autumn 1	<p>What is the same and different about us?</p> <p>[RELATIONSHIPS]</p> <p>PREVENT</p> <p>RSE – link to Educations Solution RSE scheme</p> <p>Protected Characteristics – 2nd year in cycle to look at the wider world and develop an understanding of similarities and differences.</p> <p>British values coverage – mutual respect and Tolerance of those with different faiths and backgrounds</p>	H21, H22, H23, H25, R13, R23, L6, L14 R10, R11, R12, R16, R17, R21, R22, R24, R25	<p>Lesson 1: what they like/dislike and are good at</p> <p>Lesson 2: what makes them special and how everyone has different strengths</p> <p>Lesson 3: how their personal features or qualities are unique to them</p> <p>Lesson 4: how they are similar or different to others, and what they have in common</p> <p>Lesson 5: how to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p> <p>Lesson 6: how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>Lesson 7: how words and actions can affect how people feel</p> <p>Lesson 8: why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</p> <p>Lesson 9: how to respond if this happens in different situations</p> <p>Lesson 10: how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference' – LINK TO PREVENT</p> <p>Use PPT from https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources</p>
Autumn 2	Who is special to us?	L4, R1, R2, R3, R4, R5	Lesson 1	

	<p>[RELATIONSHIPS] discuss faith – opportunity for discussion and developing a mutual respect and tolerance of those with different faiths and beliefs.)</p> <p>Link to schools rule: Be Respectful – supports British Values</p> <p>Protected Characteristics – Race, marriage and civil partnership, sexual orientation (in context of families)</p>	<p>R6, R7, R8, R9, R25</p>	<p>that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them Lesson 2 how families are all different but share common features – what is the same and different about them – (look at family dynamics – what does a 'family' look like – work on protected characteristics marriage and civil partnership)</p> <p>Lesson 3: what their family members, or people that are special to them, do to make them feel loved and cared for about different features of family life, including what families do/ enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried Lesson 4: how to make friends with others how people behave when they are being friendly and what makes a good friend Lesson 5: how to recognise when they feel lonely and what they could do about it how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy</p>	
Spring 1	<p>How can we look after ourselves?</p> <p>[HEALTH AND WELLBEING]</p>	<p>H1, H5, H6, H7, H10, H39, H28, H29, H30, H31, H32, H1, H2, H3, H4, H8, H9</p>	<p>Lesson 1 what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) Lesson 2 that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy Lesson 3 why hygiene is important and how simple hygiene routines can stop germs from being passed on what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</p>	

			<p>lesson 4: that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest that eating and drinking too much sugar can affect their health, including dental health</p> <p>Lesson 5: how to be physically active and how much rest and sleep they should have everyday that there are different ways to learn and play; how to know when to take a break from screen-time how sunshine helps bodies to grow and how to keep safe and well in the sun</p>	
Spring 2	<p>Where does money come from and what can we do with it?</p> <p>[LIVING IN THE WIDER WORLD]</p>	L10, L11, L12, L13, L15, L16, L17, L7, L8	<p>Lesson 1 what money is - that money comes in different forms – cross curricular link : maths how money is obtained (e.g. earned, won, borrowed, presents)</p> <p>Lesson 2: how people make choices about what to do with money, including spending and saving the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this</p> <p>Lesson 3: how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community</p> <p>Lesson 4: how people have different strengths and interests that enable them to do different jobs</p> <p>Lesson 5: how people use the internet and digital devices in their jobs and everyday life cross curricular link: Computing</p>	
Summer 1	<p>How do we stay safe?</p> <p>[HEALTH AND WELLBEING]</p>	H33, H35, H36, R15, R20, L5, H28, H29, H30, H31, H32,	<p>Lesson 1 that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people who can help them in different places and situations;</p> <p>Lesson 2 how to attract someone's attention or ask for help; what to say how to respond safely to adults they don't know</p>	

	British Values Coverage – The Rule of Law and liberty – making the right choices	H34, R14, R16, R18, R19, R20, L1, L9	<p>what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p> <p>how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p> <p>Lesson 3</p> <p>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <p>how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</p> <p>Lesson 4</p> <p>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</p> <p>how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</p> <p>Lesson 5</p> <p>how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p>	
Summer 2	<p>How can we look after each other and the world?</p> <p>[LIVING IN THE WIDER WORLD]</p> <p>British Values</p> <p>How do we recognise our feelings?</p> <p>[RELATIONSHIPS]</p>	H26, H27, R21, R22, R24, R25, L2, L3	<p>Lesson 1</p> <p>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p> <p>the responsibilities they have in and out of the classroom</p> <p>Lesson 2:</p> <p>how people and animals need to be looked after and cared for</p> <p>what can harm the local and global environment; how they and others can help care for it</p> <p>Lesson 3:</p> <p>how people grow and change and how people's needs change as they grow from young to old</p> <p>how to manage change when moving to a new class/year group</p> <p>Lesson 4</p> <p>how to recognise, name and describe a range of feelings</p> <p>Lesson 5</p> <p>what helps them to feel good, or better if not feeling good</p>	

		H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27	<p>how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p> <p>how feelings can affect people in their bodies and their behaviour</p> <p>Lesson 6</p> <p>ways to manage big feelings and the importance of sharing their feelings with someone they trust</p> <p>how to recognise when they might need help with feelings and how to ask for help when they need it</p>	
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Deer – Year 3 and 4

	Big Question	PoS Ref	Unit coverage	
Autumn 1	<p>How do we treat each other with respect?</p> <p>RELATIONSHIPS</p> <p>Protected Characteristics – race, religious beliefs</p> <p>British Values: promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.</p>	R10, R11, R13, R14, R17, R18, R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	<p>Lesson 1</p> <p>how to build good friendships, including identifying qualities that contribute to positive friendships</p> <p>how to build good friendships, including identifying qualities that contribute to positive friendships</p> <p>Lesson 2:</p> <p>how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <p>how to recognise if others are feeling lonely and excluded and strategies to include them</p> <p>that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</p> <p>Lesson 3:</p> <p>how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p> <p>how people's behaviour affects themselves and others, including online</p> <p>Lesson 4:</p> <p>how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p>about the relationship between rights and responsibilities</p> <p>Lesson 5 and 6</p> <p>about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone</p>	<p>https://plprimarystars.com/resources</p> <p>https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources</p>

	Develop pupils who treat others with respect and tolerance, regardless of background.		will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* the rights that children have and why it is important to protect these* that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns	
Autumn 2	How do we stay safe? HEALTH AND WELLBEING Look at Education Solutions RSE scheme of work British Values – The Rule of Law, Liberty and Democracy	H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29, H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15	Lesson 1: how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers Lesson 2: that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) Lesson 3: how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) Lesson 4 how to react and respond if there is an accident and how to	St.John's Ambulance? First Aid course for the class?

	I have put some really lovely resources in the Wellbeing folder in teams to support this.		<p>deal with minor injuries e.g. scratches, grazes, burns</p> <p>what to do in an emergency, including calling for help and speaking to the emergency services</p> <p>how to recognise, predict, assess and manage risk in different situations</p> <p>Lesson 5</p> <p>how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</p> <p>Lesson 6:</p> <p>how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</p> <p>how people's online actions can impact on other people</p> <p>how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</p> <p>how to report concerns, including about inappropriate online content and contact</p> <p>that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p>	Link to e-safety lessons
Spring 1	<p>How do we make a community?</p> <p>LIVING IN THE WIDER WORLD</p> <p>PREVENT</p>	R32, R33, L6, L7, L8, L4, L5, L19, R34	<p>Lesson 1:</p> <p>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <p>what is meant by a diverse community; how different groups make up the wider/local community around the school</p> <p>Lesson 2:</p> <p>how the community helps everyone to feel included and values the different contributions that people make</p> <p>how to be respectful towards people who may live differently to them</p> <p>Lesson 3:</p>	<p>See https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2 – download the PDF and lesson PPT</p> <p>LINK TO PREVENT</p>

	British Values - Mutual Respect and Tolerance Protected Characteristics		<p>how people have a shared responsibility to help protect the world around them</p> <p>how everyday choices can affect the environment</p> <p>Lesson 4:</p> <p>how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <p>the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</p> <p>Lesson 5:</p> <p>how to show care and concern for others (people and animals)</p> <p>how to carry out personal responsibilities in a caring and compassionate way</p>	
Spring 2	<p>What strengths, skills and interests do we have?</p> <p>HEALTH AND WELLBEING</p>	H27, H28, H29, L25	<p>Lesson 1:</p> <p>how to recognise personal qualities and individuality – understanding that we are unique and individuals (this may link to protected characteristics depending on where our pupils take this)</p> <p>Lesson 2:</p> <p>to develop self-worth by identifying positive things about themselves and their achievements</p> <p>Lesson 3:</p> <p>how their personal attributes, strengths, skills and interests contribute to their self-esteem</p> <p>Lesson 4:</p> <p>how to set goals for themselves</p> <p>Lesson 5:</p> <p>how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p>	https://plprimarystars.com/resources
Summer 1	<p>How can we manage our feelings?</p> <p>HEALTH AND WELLBEING</p>	H17, H18, H19, H20, H23	<p>Lesson 1:</p> <p>how everyday things can affect feelings</p> <p>Lesson 2:</p> <p>how feelings change over time and can be experienced at different levels of intensity</p> <p>Lesson 3:</p> <p>the importance of expressing feelings and how they can be expressed in different ways</p> <p>Lesson 4:</p> <p>how to respond proportionately to, and manage, feelings in different circumstances</p> <p>Lesson 5:</p>	<p>Good books in school for this unit</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-</p>

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	*Year 4 How will we grow and change? Education solutions RSE scheme of work			
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Hedgehogs – Years 5 and 6

	Big Question	PoS Ref	Unit coverage	
Autumn 1	<p>Where does our identity come from?</p> <p>PREVENT</p> <p>British Values – Mutual Respect and Tolerance, democracy, liberty, The Rule of Law – legal ages for social media</p> <p>Protected characteristics – race, gender, disability, sex</p> <p>E-Safety – look in the Wellbeing Folder on</p>	H25, H26, H27, R32, L9, H49, R34, L11, L12, L13, L14, L15, L16, L23	<p>Lesson 1: how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p> <p>Lesson 2: about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others how to challenge stereotypes and assumptions about others how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <p>Lesson 3: that not everything should be shared online or social media and that there are rules about this, including the distribution of images that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions how text and images can be manipulated or invented; strategies to recognise this to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <p>Lesson 4:</p>	<p>Look at https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2 Download PDF and lesson PPT from PHSE association</p> <p>LINK TO PREVENT - please look at above link</p> <p>Link to e-safety</p>

	Teams for some wonderful resources to support this		<p>to recognise unsafe or suspicious content online and what to do about it</p> <p>how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p> <p>how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>Lesson 5:</p> <p>to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</p> <p>to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p>	
Autumn 2	<p>What decisions can people make with money?</p> <p>British Values – democracy and liberty</p>	R34, L17, L18, L20, L21, L22, L24, L26, L27, L28, L29, L30, L31, L32	<p>Lesson 1:</p> <p>that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <p>that some jobs are paid more than others and some may be voluntary (unpaid)</p> <p>Lesson 2:</p> <p>about the skills, attributes, qualifications and training needed for different jobs</p> <p>that there are different ways into jobs and careers, including college, apprenticeships and university</p> <p>how people choose a career/job and what influences their decision, including skills, interests and pay</p> <p>Lesson 3:</p> <p>how to question and challenge stereotypes about the types of jobs people can do</p> <p>how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</p> <p>Lesson 4:</p> <p>how people make decisions about spending and saving money and what influences them</p> <p>how to keep track of money so people know how much they have to spend or save</p> <p>Lesson 5:</p>	This could work as a lovely young enterprise unit before Christmas?

			<p>how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</p> <p>how to recognise what makes something 'value for money' and what this means to them</p> <p>that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</p>	
Spring 1	How can we look after our bodies?	<p>H1, H3, H4, H46, H47, H48, H50, H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<p>Lesson 1:</p> <p>that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others</p> <p>how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</p> <p>why people choose to use or not use different drugs</p> <p>Lesson 2:</p> <p>how people can prevent or reduce the risks associated with them</p> <p>that for some people, drug use can become a habit which is difficult to break</p> <p>how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</p> <p>how to ask for help from a trusted adult if they have any worries or concerns about drugs</p> <p>Lesson 3:</p> <p>how mental and physical health are linked</p> <p>how positive friendships and being involved in activities such as clubs and community groups support wellbeing</p> <p>how to make choices that support a healthy, balanced lifestyle including:</p> <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices <p>Lesson 4:</p>	

			<p>that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</p> <p>how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</p> <p>Lesson 5:</p> <p>how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</p> <p>that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</p> <p>that anyone can experience mental ill-health and to discuss concerns with a trusted adult</p> <p>that mental health difficulties can usually be resolved or managed with the right strategies and support</p>	
Spring 2	How can we help in an accident or emergency?	H43, H44	<p><i>First aid day? – lighter unit ready for SATs</i></p> <p>how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p> <p>that if someone has experienced a head injury, they should not be moved</p> <p>when it is appropriate to use first aid and the importance of seeking adult help Red Cross - Life. Live it Help save lives / Emergency action</p> <p>the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross</p> <p>https://lifeliveit.redcross.org.uk/</p>
Summer 1	<p>What will change as we become more independent?</p> <p>Also focus on SATs wellbeing</p> <p>Protected Characteristics – race, gender, sex, faith</p>	H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16	<p>Lesson 1:</p> <p>that people have different kinds of relationships in their lives, including romantic or intimate relationships</p> <p>that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</p> <p>Lesson 2:</p> <p>how friendships may change as they grow and how to manage this</p> <p>Lesson 3:</p> <p>that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p> <p>Lesson 4:</p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p>

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	<p>How do friendships change as we grow?</p> <p>RSE– look at the Education solutions RSE scheme of work</p>		<p><i>²Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their age</i></p>	
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Appendix 4: Extremism and radicalisation risk assessment

Great Hockham Primary School and Nursery

Scope - this assessment considers the risk presented to students through extremism and radicalisation.

Harm - The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make young people vulnerable to future manipulation and exploitation. Great Hockham Primary School and Nursery is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Great Hockham Primary School and Nursery seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements. An associated harm to the school as a whole, may be through an unintended association with an extremist group or individual.

Risk control strategy - the school has adopted an approach based on prevention, protection, response

- Prevention- education, awareness, training, and policy
- Protection- defensive systems, security settings, monitoring
- Response- investigation, referral to external agencies, disciplinary action, review of arrangements

This assessment will be reviewed annually or in event of any related incident or increased threat.

Location	Great Hockham Primary School and Nursery	Assessment date	Date of assessment
Activity	As set out in the scope	Assessment by	People making the assessment
Date	Term and holiday time	Review date of assessment:	Insert date

Hazards	How harm might occur	Existing risk control measures	Current risk rating	Additional risk control measures required	Outcome risk rating
Exposure to online material and/or sharing of such with others	<ul style="list-style-type: none"> Students accessing extremist material 	<ul style="list-style-type: none"> Security settings for internet access Safeguarding arrangements Mobile phone agreement Pastoral care/ students raising concerns Student education and understanding of the risk 			

Hazards	How harm might occur	Existing risk control measures	Current risk rating	Additional risk control measures required	Outcome risk rating
		through PSHE curriculum and assemblies			
Exposure to offline material or views	<ul style="list-style-type: none"> • Hard copy material • Visiting speakers • DVDs etc. 	<ul style="list-style-type: none"> • Student supervision • Staff awareness • Safeguarding arrangements • School control over visitors and speakers • Pastoral care/ students raising concerns • Staff Prevent training (Annually in September and every 3 years online for every staff member) • Ongoing staff awareness through annual safeguard training and updates • Student education and understanding of the risk 			

Hazards	How harm might occur	Existing risk control measures	Current risk rating	Additional risk control measures required	Outcome risk rating
		through PSHE curriculum and assemblies			
Normalisation and trivialisation of the image and messages of violent extremism	Display of imagery, symbols, or the language of such extremism	<ul style="list-style-type: none"> • Staff supervision and awareness • Safeguarding arrangements • Pastoral care/ students raising concerns • Staff Prevent training (Annually in September and every 3 years online for every staff member) • Ongoing staff awareness through annual safeguard training and updates • Student education and understanding of the risk through PSHE curriculum and assemblies 			

Hazards	How harm might occur	Existing risk control measures	Current risk rating	Additional risk control measures required	Outcome risk rating
Exposure to extremism from within the local community or when off site	Display of imagery, symbols, or the language of such extremism when off site	<ul style="list-style-type: none"> • Off site visits approval system • Site security arrangements with regard to visitors • Pastoral care/ students raising concerns • Raising awareness for Parents/Carers 			
Association of School with extremism through a facility hire by external group	Booking taken for group with extremist links/views	<ul style="list-style-type: none"> • Pre booking checks 			

Lead member of staff signature and name.....

SUPPORTING MEASURES:

1. The Prevent self-assessment tool will be used by the school to inform arrangements.
2. Radicalisation and extremism will be included within the Safeguarding Policy and associated training

MATRIX USED FOR RISK GRADING

		Potential severity of harm		
		Slightly Harmful 1	Harmful 2	Extremely Harmful 3
Likelihood of harm occurring	Highly unlikely 1	Trivial 1	Tolerable 2	Moderate 3
	Unlikely 2	Tolerable 2	Moderate 4	Substantial 6
	Likely 3	Moderate 3	Substantial 6	Intolerable 9