

# Curriculum Initiatives Guide

Supporting *Learning together to be safe: a toolkit to help schools contribute to the prevention of violent extremism*

March 2010



Developed by Faith Associates to support schools in the South East

## Introduction

This guide aims to help schools see how curriculum initiatives they may have implemented can contribute to the *Teaching, learning and the curriculum* (pg 27-32) aims of the Prevent Schools Toolkit:

*“a curriculum and pedagogy which promotes knowledge, skills and understanding to build the resilience of pupils and explore controversial issues.”*

Following an outline of each initiative an example of the contribution to the aims of the *Teaching, learning and curriculum* section of the Toolkit is provided and then a judgement in the form of a table on how the initiative contributes to the five strands.

Please note that all contact details and web links included in this guide were correct at time of publication.

The initiatives reviewed are:

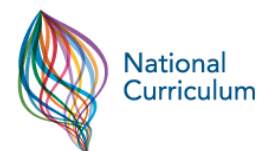
- SEAL - Social and Emotional Aspects of Learning – page 2
- Community Cohesion – page 3
- Healthy Schools – page 4
- Sustainable Schools – page 5
- Eco Schools – page 6
- Rights Respecting Schools – page 7
- International Schools Award – page 8
- Global Schools – page 9.

To varying degrees all the initiatives:

- promote pupils’ wider skill development
- encourage active citizenship and pupil voice, building young people’s confidence in discussing and engaging in difficult personal issues, and
- increase staff confidence in engaging young people in discussing controversial issues.

## Guidance on adapting the National Curriculum

As set out in the *Prevent Schools Toolkit*, teaching, learning and the curriculum provide powerful opportunities for pupils to develop the knowledge and skills that can build resilience to the messages of violent extremists.



Further information is available on Teachernet that provides guidance on adapting the National Curriculum to support building resilience in pupils to violent extremism and covers three main areas:

- cross-curricular aspects
- relevant personal, learning and thinking skills
- examples of Key Stage 3 (KS3) curriculum maps.

For further details see:

[www.teachernet.gov.uk/wholeschool/violentextremism/tlandc/curriculum/](http://www.teachernet.gov.uk/wholeschool/violentextremism/tlandc/curriculum/)

# Social and Emotional Aspects of Learning (SEAL)



## Initiative outline

Guidance from the DCSF on SEAL was published in 2007, building-on work that has been undertaken in a number of schools. Strong social and emotional skills help pupils to make friendships, work in teams, solve problems, deal with conflict, and manage strong feelings. Pupils become calmer and optimistic, recover from setbacks, compete fairly, respect the rights of others and value diversity. The key ideas are grouped into five sections:

- self-awareness
- managing feelings
- motivation
- empathy
- social skills.

The skills developed by SEAL:

- promote positive behaviour by progressively developing and underpinning skills and attitudes
- help children to recognise that bullying is wrong;
- promote better school attendance through improving motivation and the enjoyment of school
- help overcome social and emotional barriers to learning and help all children to be more effective learners
- contributes to all the Every Child Matters (ECM) outcomes
- increasingly contribute effectively to the delivery of the non-health aspects of the PSHE framework in primary schools
- help children and young people to be responsible citizens, helping to underpin Citizenship delivery.

## Links to Prevent and the Schools Toolkit

*"Developing resilience and resourcefulness underlie everything that we are doing. Academic standards and excellence is still priority but these skills are key so pupils can cope when the school is not there for support"*

Headteacher, National Strategies SEAL Case Study School, 2007

## Relevance to the Schools Toolkit (pg27-32)

Promote pupils' wider skill development in teaching and learning	Encourage active citizenship and pupil voice	Use curriculum to challenge extremist narratives	Using external programmes and groups	Allow space for debate and increase staff confidence in discussing controversial issues
HIGH	HIGH	LOW	MEDIUM	HIGH

## Further information

[www.teachernet.gov.uk/teachingandlearning/socialandpastoral/seal\\_learning](http://www.teachernet.gov.uk/teachingandlearning/socialandpastoral/seal_learning)

# Community Cohesion

## Initiative outline

Many schools already work in ways that promote community cohesion and DCSF wants all schools to build on the best of that practice, in order for all pupils to understand and appreciate others from different backgrounds with a sense of shared values, fulfilling their potential and feeling part of a community, at a local, national and international level.

Guidance to support schools in implementing community cohesion was published on 19 July 2007. The guidance explains how every school will make an important but different contribution depending on a range of factors including the nature of a school's population and its location. Broadly, a school's contribution to community cohesion can be grouped under the three following headings:

- **Teaching, learning and curriculum**

Helping pupils to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to 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 reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations. This includes links with different schools and communities and the provision of extended services with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups

## Links to Prevent and the Schools Toolkit

Both community cohesion and Prevent aim to support safer, stronger, more resilient communities. *Community cohesion* focuses on the relationships between people from different faiths and backgrounds and *Prevent* on countering ideologies that seek to justify acts of violence.

*"...school twinning encourages interaction of pupils of different backgrounds through visits, sports, arts and celebrating religious festivals."*

Headteacher, Case Study School, 2008

## Relevance to the Schools Toolkit (pg27-32)

Promote pupils' wider skill development in teaching and learning	Encourage active citizenship and pupil voice	Use curriculum to challenge extremist narratives	Using external programmes and groups	Allow space for debate and increase staff confidence in discussing controversial issues
HIGH	HIGH	LOW	LOW	MEDIUM

## Further information

[www.teachernet.gov.uk/wholeschool/Communitycohesion](http://www.teachernet.gov.uk/wholeschool/Communitycohesion)

# National Healthy Schools

## Initiative outline

Healthy Schools is a joint Department of Health (DH) and DCSF initiative which promotes the link between good health, behaviour and achievement. It's about creating healthier, happier children and young people who do better in learning and life. The programme aims to:

*“...equip children and young people with the skills and knowledge to make informed health and life choices and to reach their full potential.”*



In order to gain National Healthy School status, schools are asked to meet a minimum of 41 outlined criteria that directly link to Every Child Matters and lay the foundations for good health. More than 97 per cent of schools nationally are already participating in this non-statutory programme, and over 70 per cent of schools have already achieved Healthy School status. This translates to nearly four million children and young people currently enjoying the benefits of a Healthy School.

The impact of Healthy Schools is in the 'whole-school' approach, which includes pupils, parents, teachers, governors and support staff, as well as a comprehensive network of local and national partners, to draw together initiatives that support its four core themes.

### The core themes:

- personal, social and health education
- healthy eating
- physical activity
- emotional health and wellbeing

## Links to Prevent and the Schools Toolkit

*‘A Lead Learner scheme with Year 11 students taking on a peer mentoring role in the classroom, to support younger students and advise them on their studies. These students are empowered to take on roles of responsibility throughout the school and most recently, the programme has resulted in a new anti-bullying charter. The idea of a ‘safe zone’ for youngsters who feel bullied or vulnerable has come directly from our Lead Learners Group and is just one example of students “looking out” for their peers and promoting a more inclusive atmosphere..’*

Head of School, Case Study, 2008

### Relevance to the Schools Toolkit (pg27-32)

Promote pupils' wider skill development in teaching and learning	Encourage active citizenship and pupil voice	Use curriculum to challenge extremist narratives	Using external programmes and groups	Allow space for debate and increase staff confidence in discussing controversial issues
HIGH	MEDIUM	LOW	LOW	MEDIUM

## Further information

<http://home.healthyschools.gov.uk/>

# Sustainable Schools



## Initiative outline

The Government would like every school to be a Sustainable School by 2020, and their framework has eight doorways:

- food and drink
- energy and water
- travel and traffic
- purchasing and waste
- buildings and grounds
- inclusion and participation
- local wellbeing
- global dimension

The DCSF *Prevent Toolkit* picks up the cross-curricular dimensions of global citizenship and sustainable development as one way of contributing to Prevent. Sustainable development is also one of the National Curriculum cross-curriculum dimensions: '*Global dimension and sustainable development*'. There are requirements for teaching sustainable development in citizenship, design and technology, geography and science.

## Links to Prevent and the Schools Toolkit

*'Capacity building training in relevant advocacy and wider skills to empower young people to use different methods of communication to get their message across including workshops on:*

- *Presentation skills for assemblies and public speaking*
- *Using film/photography to get your message across*
- *Campaign skills – designing posters/pamphlets and badges*
- *Hot seating – how to answer difficult questions*
- *Engaging decision-makers – how to get them to listen.'*

Envision Young Activists Project, 2009

## Relevance to the Schools Toolkit (pg27-32)

Promote pupils' wider skill development in teaching and learning	Encourage active citizenship and pupil voice	Use curriculum to challenge extremist narratives	Using external programmes and groups	Allow space for debate and increase staff confidence in discussing controversial issues
MEDIUM	MEDIUM	LOW	MEDIUM	MEDIUM

## Further information

[www.teachernet.gov.uk/sustainableschools/](http://www.teachernet.gov.uk/sustainableschools/)

# Eco Schools

## Initiative outline

The Government wants every school in England to be a Sustainable School by 2020. The Department for Children, Schools and Families (DCSF) launched the Sustainable Schools Framework in 2006. Eco-Schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life.



Joining the Eco-Schools programme is free and it makes tackling sustainable issues manageable and easy for all schools, whether they are children's centres, nurseries, primary schools, secondary schools or schools with special status.

Once registered, schools follow a simple seven-step process which helps them to address a variety of environmental themes, ranging from litter and waste to healthy living and biodiversity.

Pupils are the driving force behind Eco-Schools. They:

- lead the eco-committee
- help carry out an audit to assess the school's environmental performance
- consult with the rest of the school and the wider community
- decide which environmental themes they want to address
- plan and undertake their activity
- decide how to measure and monitor their schools programme

## Links to Prevent and the Schools Toolkit

*'The eTwinning project was extremely motivating and exciting for pupils. They were fascinated to see that the European schools did not wear uniform and were amazed at their grasp of English. They even took part in a "chat" session with their friends in Italy who gave us some "green" Italian words for our notice board. In return we told them about our eco logos which we use to help remind us to save energy. They are going to try making some of their own!*

*More than just learning about ideas to Reduce, Reuse and Recycle the children gained great respect for other cultures and began to understand that it isn't just our school and our country that is trying to take steps to care for our future.'*

Primary Eco School, Case Study, 2008

## Relevance to the Schools Toolkit (pg27-32)

Promote pupils' wider skill development in teaching and learning	Encourage active citizenship and pupil voice	Use curriculum to challenge extremist narratives	Using external programmes and groups	Allow space for debate and increase staff confidence in discussing controversial issues
HIGH	HIGH	LOW	MEDIUM	LOW

## Further information

[www.eco-schools.org.uk](http://www.eco-schools.org.uk)



# Rights Respecting Schools

## Initiative outline

The United Nations Convention on the Rights of the Child (CRC) is based on an analysis of what children need in order to thrive. These needs can be grouped into four key categories:

- to survive as a fit and healthy person
- to be protected from harm and abuse
- to develop physically, mentally and socially
- to participate as an active citizen



The CRC is based on these needs. UNICEF UK believes that the principles and values of the CRC should be embedded in the ethos and curriculum of our schools. This is the purpose of the Rights Respecting School Award.

UNICEF UK's Rights Respecting School Award (RRSA) provides a framework to help schools to use the CRC as the basis for their ethos. In a rights respecting school, children learn about their rights and the responsibilities that are implied. Children learn to associate rights with needs and distinguish between their rights and 'wants'. They learn that if they have rights, they need to respect the rights of others.

The award recognises achievement under the following four aspects of school life including: leadership and management for embedding the values of the UNCRC in the life of the school; knowledge and understanding of the Convention on the Rights of the Child; classroom climate and culture: rights-respecting classrooms; and pupils actively participate in decision-making throughout the school.

## Links to Prevent and the Schools Toolkit

*"Peer education has proved to be very successful in engaging students in learning about creating a positive learning environment, global citizenship and Fair Trade. Students play a key role in the selection of new teaching staff and other activities which shape the school's direction.*

*Going forward, we hope to build links with local RRSA primary schools and to take the lead in supporting other secondary schools in joining the initiative. The school is also actively involving community leaders and external agencies in developing a 'Rights Respecting Community'."*

Community College Eco School, Case Study, SecEd, February 2009

## Relevance to the Schools Toolkit (pg27-32)

Promote pupils' wider skill development in teaching and learning	Encourage active citizenship and pupil voice	Use curriculum to challenge extremist narratives	Using external programmes and groups	Allow space for debate and increase staff confidence in discussing controversial issues
HIGH	HIGH	LOW	HIGH	HIGH

## Further information

[www.unicef.org.uk/tz/teacher\\_support/rrs\\_award.asp](http://www.unicef.org.uk/tz/teacher_support/rrs_award.asp)



# International Schools Award (ISA)

## Initiative outline

ISA is an accreditation scheme for curriculum-based international work in schools. The international dimension in education is an increasingly important part of agendas such as Every Child Matters and Community Cohesion in how it supports the cultural heritage of teachers and learners and positive learning across schools.



The ISA now features in Part One of the 2007-08 SEF for schools in England as a 'significant award' that contributes to giving the school a 'distinctive character'.

The ISA is also featured in the new curriculum guidance from QCDA, particularly with regard to the Global Dimension. The ISA supports schools to develop:

- an international ethos embedded throughout the school
- a majority of pupils within the school impacted by and involved in international work
- collaborative curriculum-based work with a number of partner schools
- curriculum-based work across a range of subjects
- year round international activity and involvement of the wider community
- evaluation from a variety of sources allowing you to improve your activities and your international programme.

The ISA provides a framework in which to form and develop international partnerships and achieve curriculum goals with ideas for developing collaborative curriculum-based international work with partner schools. It gives recognition to teachers and their schools that instil a global dimension into the learning experience of all children and young people and support for delivering on the Sustainable School agenda.

## Links to Prevent and the Schools Toolkit

*“We view the international make up of the school and the community as a huge asset. We constantly look to build international opportunities into formal planning and as and when opportunities arise, usually by using the knowledge and expertise of the children and their families. Every child... is made to feel extremely proud of their heritage. Our aims for the International Award helped us to focus and improve on what we do all the time... to continue to provide an ethos and curriculum which supports the variety of backgrounds of the children... to make the best of the resources of our diverse community and to develop further international links...”*

Primary School, ISA Case Study

## Relevance to the Schools Toolkit (pg27-32)

Promote pupils' wider skill development in teaching and learning	Encourage active citizenship and pupil voice	Use curriculum to challenge extremist narratives	Using external programmes and groups	Allow space for debate and increase staff confidence in discussing controversial issues
MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM

## Further information

[www.globalgateway.org/default.aspx?page=5057](http://www.globalgateway.org/default.aspx?page=5057)

# Global School Partnerships



## Initiative outline

Global School Partnerships promotes partnerships between schools in the UK and those in Africa, Asia, Latin America and the Caribbean.

The programme provides advice and guidance, professional development opportunities and grants to schools that are using school partnerships as a means for developing a global dimension within their curriculum.

It aims to raise young people’s awareness of global development issues and equip them with the skills and knowledge to become active global citizens.

Global School Partnerships are an effective way of providing learners with an understanding and knowledge of the world. Joint curricular work between partner schools and exchange visits widen perspectives and change attitudes and values.

School Partnerships provide a context for real, topical content across a range of subjects and help teachers and learners to relate to issues of development and global citizenship.

DFID Global School Partnerships supports partnerships between UK and Southern schools that:

- encourage discussion of development issues and embed a global dimension in the curriculum
- emphasise equality and reciprocity
- work towards whole school involvement
- involve students
- contribute to teachers’ personal and professional development
- have long term aims
- engage with communities.

## Links to Prevent and the Schools Toolkit

*“The importance of the ideas discussed led to the extension of the project to include a commitment to reduce the school’s carbon footprint in the next year of partnership. Members of the school council are currently debating where to begin.*

*The school council has taken a central role in all aspects of the partnership, for example, making important decisions on the programme of visitors to the UK and even deciding on the final school partnership logo. Learners wrote and gave their own welcome speeches.”*

Teacher, Leeds, 2007

## Relevance to the Schools Toolkit (pg27-32)

Promote pupils’ wider skill development in teaching and learning	Encourage active citizenship and pupil voice	Use curriculum to challenge extremist narratives	Using external programmes and groups	Allow space for debate and increase staff confidence in discussing controversial issues
MEDIUM	MEDIUM	MEDIUM	HIGH	MEDIUM

## Further information

[www.dfid.gov.uk/getting-involved/for-schools/global-school-partnerships/](http://www.dfid.gov.uk/getting-involved/for-schools/global-school-partnerships/)

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## About this resource

This guide is one of a series developed by Faith Associates with schools and local authorities in the South East Region during 2009 and 2010. These resources support school and curriculum leaders in taking forward the *Learning together to be safe: a toolkit to help schools contribute to the prevention of violent extremism* and are:

- Audit Tool
- Resources Guide
- Curriculum Initiatives Guide.

Electronic versions of the resources are downloadable from the Faith Associates web site:

**[www.faithassociates.co.uk](http://www.faithassociates.co.uk)**

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