
Visit our website – www.wellingschool-tkat.org to view:

- ✳ school policies: [school policies](#) ;
- ✳ our safeguarding page: [safeguarding](#);
- ✳ citizenship page: [preparing students life in modern Britain citizenshipPSHE](#)

Other links:

- ✳ Promoting Fundamental British Values as part of SMSC in Schools: Department Advice for Maintained School: November 2014: [MSC Guidance Maintained Schools.pdf](#)
 - ✳ Teacher Standards: [Teachers Standards.pdf](#)
 - ✳ Equality Act 2010 – Advice for Schools: [equality-act-2010-advice-for-schools](#)
 - ✳ Prevent Strategy: [prevent-strategy-review.pdf](#)
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PREPARATION FOR LIFE AND WORK IN MODERN BRITAIN AND THE DANGERS OF EXTREMISM

Introduction

This statement has been agreed in order to make clear the response of Welling School to the contribution to student '*preparation for life and work in modern Britain and the dangers of extremism*'. It is a summary of our existing practice and policies, e.g. Behaviour Management, Bullying, Safeguarding, and SRE Policy rather than a new departure, but has the status of a policy ratified by our Governing Body. Its current status is that of a working document. By upholding this statement, the governors recognize their own role in terms of their behaviours, governance structure and recruitment procedures.

Extremism

*Since the 2011 revised 'Prevent' strategy, the government has defined Extremism 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. **

*Tackling extremism in the UK, December 2013 Report from the Prime Minister's Task Force on Tackling Radicalisation and Extremism

Duties of Members of Staff

- ✳ All members of staff are made aware through the process of Performance Management of their fundamental responsibilities in this area.
 - ✳ The Performance Management Policy for Teachers requires reviewers to evaluate their reviewees against the Standards for Teachers, including these elements in Part 2 of the Standards:
 - *showing tolerance of and respect for the rights of others;*
 - *not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.*
 - ✳ The Designated Safeguarding Teacher has received training on assessing the risk of radicalisation.
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Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that

- o reject or undermine the status quo or
 - o reject and/or undermine contemporary ideas and expressions of freedom of choice.
- Radicalisation can be both violent and nonviolent, although most academic literature focuses on radicalisation into violent extremism (RVE). There are multiple pathways that constitute the process of radicalisation, which can be independent but are usually mutually reinforcing.

Promotion of British Values, The Curriculum and Combating Extremism.

The School Values (PEARL) informs the curriculum, as it does all aspects of our work. The values include the following, which help to set the context for our corporate attitude to extremism: for example R= Recognition of Excellence, *"people must have the right attitude; the right action. People need to appreciate and understand that by the way we approach ourselves and how we interact with people, we can find opportunities to practise and apply excellence in the workplace."*

Link: [value-vision](#)

The promotion of both

(a) personal responsibility, understanding of the differences between right and wrong and respect for the civil and criminal law and

(b) an understanding of how individuals can contribute to the wellbeing of those in the locality and beyond are addressed in many different subjects and contexts, including assemblies, our Citizenship and PSHE Programme and the promotion of our *Manners and Respect* strategy.

Citizenship.

The national curriculum for citizenship aims to ensure that all students:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government;
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced;
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood;
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

| Date | Area to be covered | Action |
|----------|--|---|
| Autumn 1 | Political Education Introduction to Citizenship Education, Laws, Rights & Responsibilities, political parties | Citizenship (or "Curriculum for Life" lessons to be delivered by tutors) |
| Autumn 2 | Anti-Bullying Political Education Explore through DEBATE ONLY Select a focus group of Y9 students to create a film on "Laws & Rights" for the competition at the HoP | Students to debate set topics in tutor time Media to support or Enrichment for 6th formers |
| Spring 1 | Cultural awareness/ Community cohesion You and Your Community Discrimination Tolerance Moral Courage | Citizenship (or "Curriculum for Life" lessons to be delivered by tutors) |

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|-----------------|---|--|
| | Our families | |
| Spring 2 | Cultural awareness/ Community cohesion DEBATE ONLY see above also to include "Pink Day" in Feb | Students to debate set topics in tutor time |
| Summer 1 | Sustainable Living Recycling Media Cycling Charity & Voluntary Sector Employment | Citizenship (or "Curriculum for Life" lessons to be delivered by tutors) |
| Summer 2 | Sustainable Living DEBATE ONLY see above | Students to debate set topics in tutor time |

In the 6th Form there is a discrete personalised learning programme. This is incorporated throughout our Enrichment Programme CAVE (Creative, Active, Voluntary, Enrichment).

PSHE

The Personal Social Health & Economic Education (PSHE) programme of study is adapted from The PSHE Association Programme of Study.

Underpinning learning in PSHE education is the development of a set of key concepts and transferable skills. PSHE education has a unique 'body of knowledge' and this is contained in the content section under three themes, Health and wellbeing; Relationships; and Living in the wider world. What is vital is that the issues identified in the content are used as contexts to enable students to expand their understanding of these key concepts and to develop and rehearse key skills. In a rapidly changing world there will always be new issues for children and young people to confront or manage, hence the importance of the key concepts and transferable skills.

| Overarching Concepts |
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| <ol style="list-style-type: none"> Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these) Relationships (including different types and in different settings) A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) Diversity and equality (in all its forms) Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance) Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) Career (including enterprise, employability and economic understanding) |

PSHE education makes a significant contribution to the development of a wide range of essential skills.

| Essential Skills | | |
|---|---|---|
| The intrapersonal skills required for self-management | The interpersonal skills required for positive relationships in a wide variety of settings | Skills of enquiry |
| <ol style="list-style-type: none"> Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) Learning from experience to seek out and make use of constructive feedback Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) Making decisions (including knowing when to be flexible) Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of | <ol style="list-style-type: none"> Active listening Empathy Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) Negotiation (including flexibility, self-advocacy | <ol style="list-style-type: none"> Formulating questions Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) Analysis (including separating fact from opinion) Planning and deciding Recalling and applying knowledge creatively and in novel situations Drawing and defending conclusions using evidence and not just assertion Identification, assessment (including prediction) and management of risk Evaluating social norms |

| | | |
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| <p>events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <p>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</p> <p>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</p> <p>8. Recognising and managing the need for peer approval</p> <p>9. Self-organisation (including time management)</p> | <p>and compromise)</p> <p>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</p> <p>7. Responding to the need for positive affirmation for self and others</p> | <p>9. Reviewing progress against objectives</p> |
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Welling School Citizenship and PSHE Programmes of Study actively promotes the fundamental British Values. Students are taught these key themes during tutor time. A further approach to tackling extremism is through our broad and balanced curriculum, especially through Ethics (Religious Education). Welling School takes pride in the personal and spiritual development of its young people and seeks to provide every opportunity for students to become positive and emotionally resilient adults with the knowledge and confidence to stand by their own convictions. One of the key aspects of Ethics lessons is enabling the students to feel as though they can freely and actively participate in discussions.

Lessons aim to be a safe place for students to share their views. The specialist teachers in the department have up to date and relevant knowledge that enables them to give the students the material to help them formulate their own ideas, but also to counter stereotyping and prejudiced views. Student preconceptions are always respected.

Welling School has a strong student voice that is listened to. This is evidenced by the work of our long-standing, established Student Council whose members are voted in by the students.

Our website details the considerable number of extra-curricular activities ([clubs](#)) which promote and encourage tolerance, respect, positive behaviours, self-esteem and self-confidence.

The school actively encourages students to contribute positively to the lives of those living and working in the locale of the school and, more widely, society, e.g. through support of charities ([charity update](#)).

and the 6th Form run 'Silver Surfers Club' ([we-just-clicked.pdf](#)).

Any guest or visitors to the school must demonstrate a well-rounded and honest approach to key ethical and religious issues. Students are encouraged to ask and answer questions and not be afraid to touch on controversial issues.

Teachers encourage critical thinking, foster an awareness of experiences of others in the world (for example the experiences of someone who is homeless), whilst still allowing students to impart and develop their own attitudes and values and, as a result, nurture their personal identity.

*Mrs Khanna
Headteacher.
September 2014*