

Universal Values

Responding holistically to the requirement to promote Fundamental British Values

INTRODUCTION

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

The aims of this resource are to:

- outline the requirements which have been placed on schools with regards to promoting Fundamental British Values;
- provide an understanding of Ofsted's expectations when inspecting on this requirement;
- impart techniques to support teachers to undertake conversations with young people about sensitive and controversial issues;
- share good practice approaches and activities to support teachers to undertake values education;
- support schools in implementing an effective whole school approach to promoting Fundamental British Values as part of spiritual, moral, social and cultural (SMSC) development;
- provide links to further sources of information and support.

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

An additional document, *Universal Values: Further Activities and Resources*, is available to download at www.nasuwt.org.uk/UniversalValuesActivities. This contains a wide range of ready-made resources and activity plans, suitable for young people in KS1-5, which allow young people to further explore each value in more detail.

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WHY UNIVERSAL VALUES?

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

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

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

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

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

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

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

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

THE LEGISLATIVE FRAMEWORK

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

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

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

Fundamental British Values are defined as:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect and tolerance of those with different faiths and beliefs.

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

- Department for Education (2014), *Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools*. www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
- Department for Education (2014), *Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information – Departmental advice for independent schools, academies and free schools*. www.gov.uk/government/uploads/system/uploads/attachment_data/file/380396/Improving_the_spiritual__moral__social_and_cultural__SMSC__development_of_pupils_supplementary_information.pdf

The Prevent duty

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

This duty is known as the Prevent duty.

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

- HM Government (2015), *Prevent Duty Guidance: for England and Wales*. www.gov.uk/government/publications/prevent-duty-guidance
- Department for Education (2015), *The Prevent duty. Departmental advice for schools and childcare providers*. www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

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

Community cohesion

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

Community cohesion is defined as work that ensures that:

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

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

The Department of Children, Schools and Families (DCSF) non-statutory guidance on community cohesion is still available:

DSCF (2007), *Guidance on the duty to promote community cohesion*. <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DCSF-00598-2007.pdf>

The Public Sector Equality Duty

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

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

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

Ofsted

Conducting effective values education will benefit the school in many ways, supporting young people to become critical thinkers and active citizens who reject prejudice and hate, helping create environments where all pupils feel safe and able to achieve. Ofsted is also inspecting how well schools are meeting this requirement.

A new Common Inspection Framework was issued in September 2015. The School Inspection Handbook (available here: www.gov.uk/government/publications/school-inspection-handbook-from-september-2015) states that, in considering a school's overall effectiveness, inspectors must evaluate the effectiveness and impact of the provision for pupils' SMSC development and sets out the kind of evidence that inspectors will be looking for in each of the four areas.

There is also specific mention of the requirement to promote Fundamental British Values within the inspection of leadership and management. This is outlined below:

Effectiveness of leadership and management

In making this judgement in schools, inspectors will consider:

- how the school prepares pupils positively for life in modern Britain and promotes the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith;
- how leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community;
- the work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils are vulnerable to these issues.

Grade descriptors for the effectiveness of leadership and management: Outstanding (1)

- Pupils' SMSC development and, within this, the promotion of Fundamental British Values are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High-quality training develops vigilance, confidence and competency among staff to challenge pupils' views and encourage debate.

WORKING WITH VALUES: A WHOLE SCHOOL APPROACH

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

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

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

Areas where values education can be embedded:

- school values and ethos;
- curriculum: English, history, geography, RE, citizenship, PSHE;
- assemblies;
- extra-curricular activities, such as visitors to school and school trips;
- displays;
- communications with parents and carers;
- anti-bullying and equality initiatives.

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

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

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

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

A model policy statement on the teaching of values is available here: www.insted.co.uk/values.pdf.

EMBEDDING VALUES

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

Democracy

- Participate in the UNICEF Rights Respecting School Award programme: www.unicef.org.uk/rights-respecting-schools.
- Invite young people to democratically elect the school council.
- Ask parents and pupils to complete a biannual questionnaire and use the comments to make improvements to the school.
- Ask young people to nominate pupils to receive an excellence certificate.
- Ask young people to contribute to the drawing up of their class charter.
- Invite pupils to democratically elect house and form captains.
- Ensure pupils work together as small groups in class, each deciding who should take the lead within that group.
- Ask children to share their views on what the theme of any role-play area could be.
- Instigate activities that involve turn-taking, sharing and collaboration.
- Engage with local councillors and MPs to learn more about local democracy, elections and their role.

Rule of Law

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

Individual Liberty

- Deliver E-Safety and PSHE lessons.
- Carry out work about human rights and explore what these mean for young people.
- Teach young people the importance of speaking up about their problems and sharing them with a trusted adult.
- Create opportunities for pupils to take on areas of responsibility within the school.
- Take time and care to get to know each pupil as an individual.
- Use weekly circle-time sessions to give young people a chance to share their feelings and opinions in a safe way.
- Make extra-curricular clubs and opportunities available for young people.
- Increasingly afford freedoms and responsibilities to young people as they move up the school.
- Provide opportunities for young people to develop their self-knowledge and confidence in their own abilities.
- Provide opportunities for young people to explore the language of feelings and responsibility, reflect on their differences and understand that people are free to have different opinions. For example, discuss with the young people their feelings about transferring into year one.
- Develop young people's debating skills to enable them to express different points of view, as well as respecting the opinions of others.

Mutual respect and tolerance of those with different faiths and beliefs

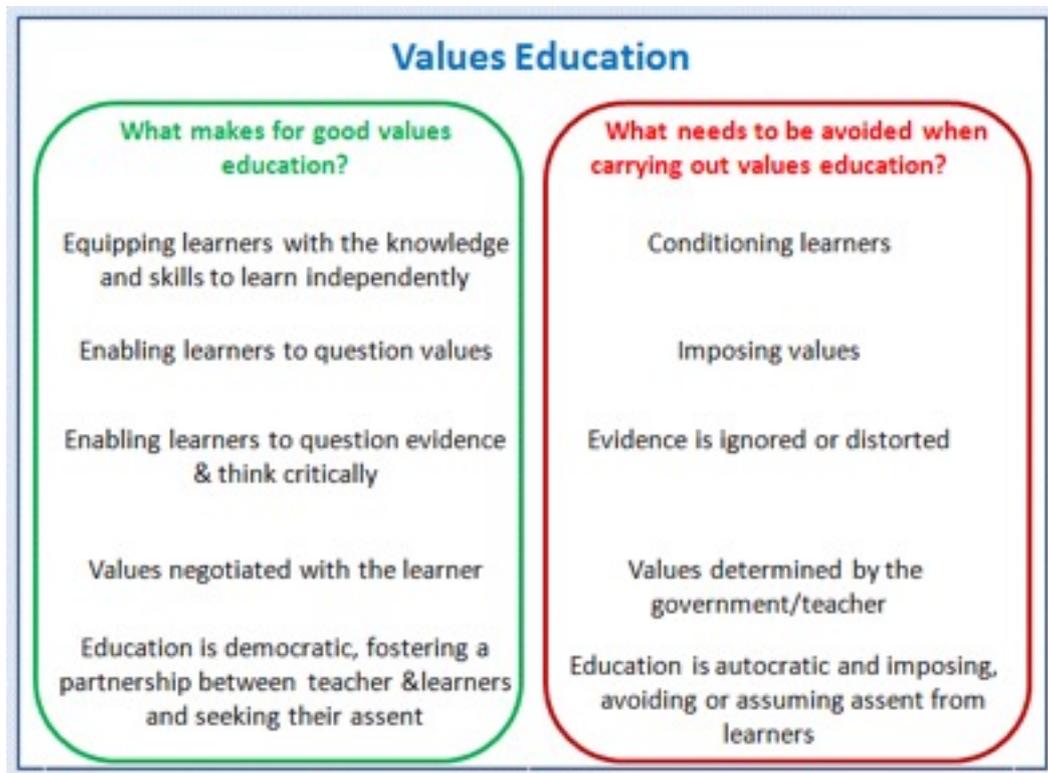
- Hold an annual Anti-Bullying Week, during which young people are taught to value differences in others and themselves and to respect others.
- Ensure that a consistent behaviour policy is in place and that young people take responsibility, with support when needed, to resolve conflict and repair relationships.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

TEACHING VALUES

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

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

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



STARTING POINTS

Provide pupils with a platform

Schools have a statutory duty to promote pupil voice and listen to and involve pupils in matters which affect them and in decision-making in the school.

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

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

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

Statutory guidance from the DfE on listening to and involving young people is available here: www.gov.uk/government/uploads/system/uploads/attachment_data/file/437241/Listening_to_and_involving_children_and_young_people.pdf.

Create a safe space

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

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

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

Respect the feelings of others: "We will think about the impact of our words and body language on others and try to express our opinions in a respectful fashion. We will listen to the opinions of others, even if they are different to our own."

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

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

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

EFFECTIVELY CHALLENGING NEGATIVE OPINIONS TO CREATE POSITIVE CHANGE

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

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

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

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

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

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

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

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

CREATING CRITICAL THINKERS

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

Exploring stereotypes

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

- *My World, Your World*
- *Princess Smartypants Breaks the Rules*
- *Best Friend on Wheels*
- *King & King*
- *Amazing Grace*

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

Letterbox Library: www.letterboxlibrary.com is an excellent source of multicultural and inclusive children's books.

Activity: Voyage to Mars

Key Stage: KS2

Time Required: 1 hour

Resources: Character stars, Rocket template, PowerPoint.

Aims:

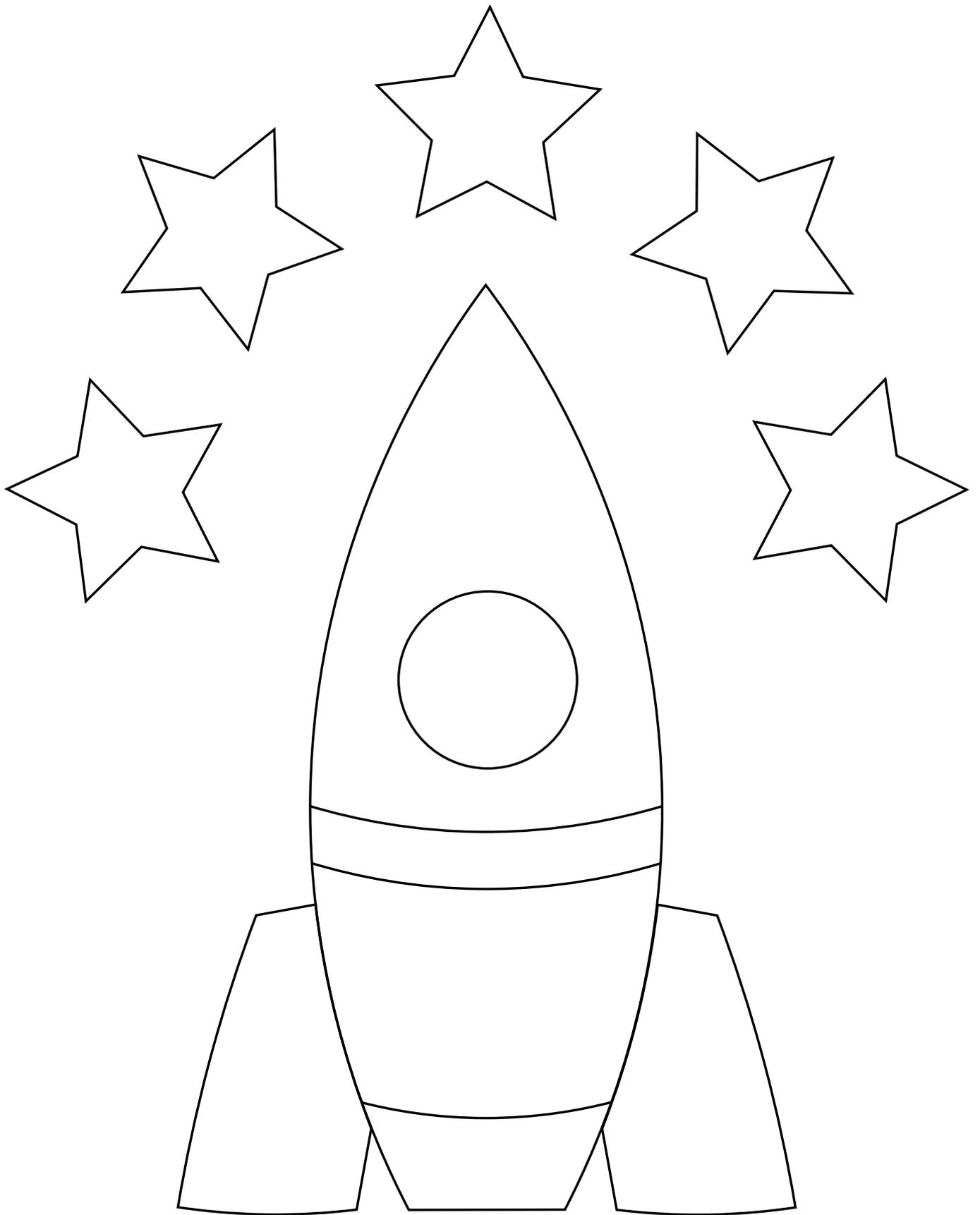
After this activity, young people will:

- understand the concept of stereotyping and how we should not judge a book by its cover;
- be able to explore how we all have multi-layered identities and are not just defined by one label.

Delivery:

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

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





A Muslim
from
Bradford



A famous
astrophysicist



A Chelsea
footballer



A Christian
who grew up
in Indonesia



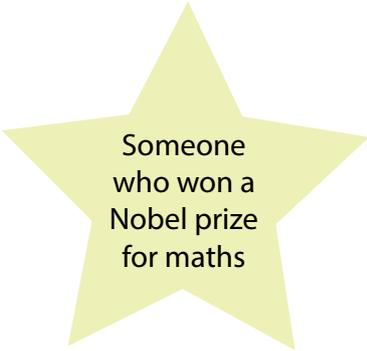
A singer
from a
famous boy
band



A man who
uses a
wheelchair



A woman
from Iran



Someone
who won a
Nobel prize
for maths



A powerful
politician



A Spanish
immigrant

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

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

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

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

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

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

A man who uses a wheelchair	A famous astrophysicist	Stephen Hawking
A Spanish Immigrant	A footballer for Chelsea	Cesc Fabregas
A woman who had to flee from Kosovo as a child	A singer and songwriter	Rita Ora
A Christian who grew up in Indonesia	A powerful politician	Barack Obama
A woman with 80% hearing loss	A Hollywood Actress	Halle Berry
A Muslim from Bradford	A singer from a famous boy band	Zayn Malik
A black man who grew up in Somalia	An athlete who won two gold medals at the 2012 Olympics	Mo Farah
A woman from Iran	A Nobel Prize winning Mathematician	Maryam Mirzakhani

Discussion:

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

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

- Can stereotyping be dangerous? What are the dangers of thinking everybody from a particular country, religion, culture or colour is the same?

Activity: Who Do We Really Know?

Key Stage: KS3-5

Time Required: 1-1.5 hour

Resources: flipchart paper, pens, PowerPoint

Aims:

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

Delivery:

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

- A hoodie-wearing teenager
- A Muslim
- A disabled person
- An immigrant
- A woman
- An Irish Traveller
- A teenage mother
- A gay man

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

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

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

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

Sources of information for myth-busting facts:

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

Immigration: www.fullfact.org/immigration

Asylum Seekers and Refugees: The Refugee Council www.refugeecouncil.org.uk

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

Lesbian, Gay and Bisexual people: Stonewall www.stonewall.org.uk

Trans People: Gendered Intelligence www.genderedintelligence.co.uk

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

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

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

FACT OR FICTION? HOW DO WE KNOW?

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

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

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

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

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

Around one in four 12-15 year olds make no checks at all when visiting a new internet site and fewer than one in ten ask who made the site and why.

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

Forty-seven per cent of teachers surveyed report receiving school work that contains inaccurate content from the internet.

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

Activity: Propaganda**Key Stage: KS3-5****Time Required: 1 hour****Resources: Propaganda Worksheet****Aims:**

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

Delivery:

Explain to the young people that there are lots of different types of propaganda. The average teenager is exposed to 3,000 advertisements every day, which use different techniques to try to persuade us to buy a particular product. Politicians use propaganda to try to persuade us to vote for them or support their policies. Some groups use propaganda to try to persuade us to support their cause.

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

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

Activity: What's the Story?

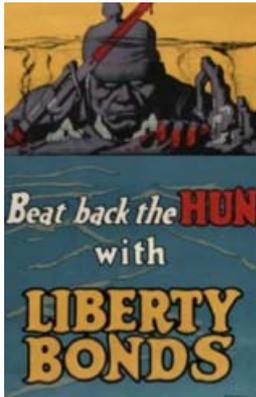
PROPAGANDA TECHNIQUES	
Glittering Generalities	Simple, clever slogans that appeal to people's feelings
Plain Folks	Sends a message that a product or person is just like you
Name Calling	Using negativity to create fear and dislike of others
Testimonials	Celebrities endorsing a product or idea
Transfer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



This is a Labour party poster from 1997. Who is pictured in the poster?

Does the poster give you lots of facts about Labour?

What is the propaganda technique being used?



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

Who is being depicted in the poster?

What things in the poster are used to inspire fear?

What is the propaganda technique being used?



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

What is the propaganda technique being used?



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

What is the propaganda technique being used?



Who is pictured in this fast food restaurant?

Why would he have a photoshoot here?

What is the propaganda technique being used?

Key Stage: KS3-5

Time Required: 1 hour class time plus homework.

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

Aims:

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

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

Some examples of suspect social media posts:



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

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

Points for the young people to consider:

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

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

Some example rules are:

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

Challenge myths when you come across them!

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

Write to a regulator:

- Advertising: Advertising Standards Authority - www.asa.org.uk
- Television and radio: Ofcom - www.ofcom.org.uk
- Newspapers and magazines: Independent Press Standards Organisation - www.ipso.org.uk

Write to the editor, journalist, letters page or complaints programme to try to make the error public knowledge and force a retraction.

Challenge myths that are spread on social media. Link to sites which provide the correct information and raise people's awareness of myths on your own social media feed.

FURTHER RESOURCES

A resource entitled *Universal Values: Further Ideas and Activities* has been produced to accompany this document. This is packed with activity plans and resources for young people in key stages 2-5 and is available at www.nasuwt.org.uk/UniversalValuesActivities.

In addition, the following websites contain useful resources to support you in this work:

Amnesty International: This resource enables teachers to explore the human rights of sexual and gender minority groups with children and young people

www.amnesty.org.uk/resources/lgbti-rights-activity-pack

Amnesty International: Right Here, Right Now. Teaching Citizenship Through Human Rights

www.amnesty.org.uk/sites/default/files/book_-_right_here_right_now_0.pdf

Crown Prosecution Service:

www.cps.gov.uk/about/schools_and_young_people.html

Teaching resources about rules, laws and the role of the courts for 5 – 16 year olds

Go Givers:

www.gogivers.org Resources and lessons suitable for primary school children, exploring political and economic issues

HeadsUp:

www.headsup.org.uk A moderated, online space for under-18s to debate the political issues important to them

Hoax Slayer:

www.hoax-slayer.com Hoax Slayer is a website which is dedicated to debunking email hoaxes, thwarting Internet scammers, combating spam, and educating web users about email and Internet security issues.

Oxfam: Your World, My World – Exploring the lives of five children around the world:

www.oxfam.org.uk/education/resources/your-world-my-world

Parliament UK:

www.parliament.uk/education

Games, resources and lesson plans on democracy, government and voting for Key Stages 2 and 5.

An election Toolkit to help teachers to run a mock election: suitable for secondary and college students:

www.parliament.uk/education/teaching-resources-lesson-plans/election-toolkit-

Civil Liberties and personal freedoms – discussion activity suitable for A Level/Key Stage 5:

www.parliament.uk/education/teaching-resources-lesson-plans/personal-freedoms

A video introduction to parliament for KS2:

www.parliament.uk/education/teaching-resources-lesson-plans/introduction-to-parliament-ks2-video

A video exploring how bills are passed to make laws, suitable for key stage 3 -5 pupils:

www.parliament.uk/education/teaching-resources-lesson-plans/from-bill-to-law

Snopes:

www.snopes.com An internet reference source for urban legends, folklore, myths, rumours and misinformation.

The National Archives: Bound for Britain – Experiences of Immigration to the UK

www.nationalarchives.gov.uk/education/resources/bound-for-britain

UK Youth Parliament:

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

FREQUENTLY ASKED QUESTIONS

Does promoting Fundamental British Values involve doing work around patriotism?

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

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

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

What was 'Trojan Horse'?

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

The letter was a hoax. However, the 'plot' was rarely out of the headlines for months. In the wake of the letter, the NAHT, Birmingham City Council and the DfE all held enquiries. Ofsted was sent into 21 schools to conduct snap inspections. Ofsted's handling of these inspections has been widely criticised, not least in a letter published in *The Guardian* from a group of educationalists who accuse the Ofsted inspectors of being ill-prepared and pursuing a political, non-objective agenda.

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

As a result of these inspections, five schools were placed into special measures, four lined up for takeover and 11 others taken to task – mostly for not teaching children enough about the threat of terrorism and extremism. This included Gracelands Nursery School, whose intake are aged 2-4 years old. In the wake of this affair, the duty for schools to promote 'Fundamental British Values' was introduced as part of SMSC education. In March 2015, the Education Committee slammed the DfE and Ofsted for their handling of the Trojan Horse affair.

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About EqualiTeach

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

We provide:

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

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

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