

**Name of meeting:** Children's Scrutiny Panel

**Date:** 09.10.17

**Title of report:**

- The inclusion of Prevent within PSHE education and Citizenship education in Kirklees schools
- How students feel and react following receipt of Prevent teaching
- Inclusion of Far Right extremism in Prevent resources for Schools

**Purpose of report :** To provide a briefing for the Children's Scrutiny Panel on the issue of the inclusion of Prevent within the PSHE education (Personal Social Health and Economic education) curriculum in Kirklees schools, including how students feel and react following receipt of Prevent teaching and the inclusion of Far Right extremism in Prevent resources.

<b>Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?</b>	<b>Not applicable.</b>
<b>Key Decision - Is it in the <u>Council's Forward Plan (key decisions and private reports?)</u></b>	<b>Not applicable.</b>
<b>The Decision - Is it eligible for call in by Scrutiny?</b>	<b>Not applicable.</b>
<b>Date signed off by <u>Strategic Director</u> &amp; name</b>	<b>Steve Walker – 28<sup>th</sup> September</b> Director of Children's Services
<b>Is it also signed off by the Service Director for Finance IT and Transactional Services?</b>	<b>Not applicable.</b>
<b>Is it also signed off by the Service Director for Legal Governance and Commissioning Support?</b>	<b>Not applicable.</b>
<b>Cabinet member <u>portfolio</u></b>	<b>Cllr M. Ahmed (Children)</b> <b>Cllr S. Pandor (Prevent)</b>

**Electoral wards affected:** All wards

**Ward councillors consulted:** None

**Public or private:** Public

1. **Summary:** The report outlines the approach to PSHE ed in all Kirklees schools to build resilience to any potential extremism of young people in Kirklees schools through a focus on *Prevention and Early Intervention* (the overall approach of the Kirklees Prevent Strategy). Universal education, using the key principles of 'effective preventive education' (PSHE Association 2016), means that learning is focused on building skills and attributes associated with preventing risky behaviour with much of the teaching and learning associated with the broad protective learning that underpins preventing extremism and radicalisation. The report provides an example of Prevent based resources and projects delivered within Kirklees Schools and includes feedback from staff and students.

## 2a What is PSHE ed?

- Personal Social Health and Economic education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.
- It is currently a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.
- PSHE education also contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behavior, welfare and safeguarding.
- On March 1<sup>st</sup> 2017 Education Secretary Justine Greening announced her intention to make Relationships and Sex education (RSE) compulsory for all secondary schools and Relationships Education (RE) compulsory in all primaries from 2019. Consultation would also determine whether Personal Social Health and Economic (PSHE) education would also become statutory in 2019.
- The PSHE Association has developed a Programme of Study for PSHE education (key stages 1-5). This is promoted nationally and in Kirklees. It aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

### PSHE ed in Kirklees schools

PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). These aims reflect our own Kirklees vision for children and young people to leave our schools 'rounded , resilient and ready'.

A number of different models for the delivery of PSHE ed exist across our schools. PSHE education can be taught in discrete lessons, supported by other learning opportunities across the curriculum, including the use of enhancement days (such as a health day or enterprise day).

Good PSHE ed would also be found in:

- learning opportunities in other curriculum subjects (PSHE education provision integrated within other subjects)
- whole school and extended timetable activities
- cross-curricular projects
- one-to-one or small group support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and wider community.

As PSHE ed and Citizenship are both non-statutory subjects they fight for space in an already very crowded curriculum. The amount of time (and therefore the quality of PSHE ed) varies considerably across the country (and in Kirklees schools). Information from Religious Education/Social Moral Spiritual Cultural/British Values audits and from PSHE ed networks confirms this view.

## 2b What is Citizenship education?

- Citizenship is a national curriculum subject at KS 3 and 4 (secondary education). It is a non-statutory subject for KS 1 and 2 (primary education). A non-statutory framework exists.
- Citizenship helps to equip young people to deal with situations of conflict and controversy knowledgeably and tolerantly. It helps to equip them to understand the consequences of their actions, and those of the adults around them. Pupils learn how to recognise bias, evaluate argument, weigh evidence, look for alternative interpretations, viewpoints and sources of evidence; above all to give good reasons for the things they say and do, and to expect good reasons to be given by others.
- Citizenship often gets incorporated into PSHE education particularly with younger children. Good citizenship teaching includes:
  - giving children a voice and creating a climate in the school where pupils can talk about local and national issues
  - giving children first-hand experience of concepts such as democracy
  - making sure children have a voice and enabling them to see that they can make a difference (school council)
  - raising money for charity
  - learning about rights and responsibilities.
  - developing speaking and listening skills
  - learning about financial capability and economic awareness (the use and functions of money).
- The National SMSC Quality Mark for primary and secondary schools was launched in the House of Lords on September 18<sup>th</sup> 2017. The self-review tool will better equip schools to implement their vision for SMSC. This is being shared with Primary Headteachers at their Kirklees Primary Heads Conference on September 27<sup>th</sup> and with PSHE ed coordinators at the LA Autumn term Networks.

## **2c. Kirklees: Curriculum approaches to teaching about extremism, radicalisation and terrorism**

- As Department for Education guidance on the Prevent duty states, PSHE education can be an effective way of equipping pupils with the resilience, character, knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety.
- *The Key principles of effective preventative education* (PSHE Association, 2016) underpins support for Kirklees schools. The document summarises research into effective pedagogical principles in the field of school-based preventative education across a range of behaviours as well as school-based programmes to build skills and attributes associated with reduced risk-taking behaviour (including social and emotional skills, and resilience).
- Much of the teaching and learning will be the broad protective learning that underpins preventing extremism and radicalisation

**This learning may never specifically refer to radicalisation, extremism or terrorism (or any type) but would cover:**

- clarifying beliefs and values
- developing a sense of identity and respecting the freedom of others to express their identity
- developing empathy
- risk identification and management
- developing critical thinking and media literacy
- separating fact from fiction
- assessing and evaluating arguments
- understanding influence, persuasion, manipulation and the emotional power of charisma.

**The *specific* learning schools might provide about extremism and radicalisation would:**

- be age appropriate (at KS 1-2 very little or nothing )
- include teaching on developing specific skills - how to recognise and protect themselves from radicalisation (similarities to learning about other types of grooming in relation to criminality in gangs or sexual exploitation) and how to protect or support peers who they believe are at risk. There is a strong emphasis on seeking support.

- Use recognised resources and materials such as those promoted on the website <http://educateagainsthate.com> and those awarded a Quality mark from the PSHE Association <https://www.pshe-association.org.uk>
- Have subject/knowledge with a strong focus on promoting democratic (British) values.

## 2d Key guidance and support for Kirklees schools.

### **The LA makes available to all schools in Kirklees a range of support and guidance documents.**

- All Kirklees schools have been funded by the LA as members of the PSHE Association from 2015 (to April 2018). This means that all schools in Kirklees can access free guidance, support and high quality PSHE ed resources through their free membership of the PSHE Association. The majority of our schools have accessed this support.

### **Kirklees Guidance: Flourishing Together: Tolerance, Diversity and Shared Values: Understanding the needs of pupils from faith communities'. (Kirklees, 2015)**

- Guidance document designed to support schools in understanding the needs of pupils from various faith communities
- Key objective is recognising and embracing diversity
- Advice is not universal and is guidance, rather than instruction.
- Head teacher and governing body best placed to understand the specific circumstances and personal context of a situation in school.

### **Kirklees Guidance: British Values checklist (Kirklees, revised Sept 2016 and update due Oct 2017)**

- Based around seven key questions linked to DfE guidance, Ofsted expectations and the requirements of the Counter Terrorism and Security Act 2015.
- Fundamental British values are defined as democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs
- Designed as a self-evaluation tool for schools.
- The checklist may be used as part of a 'health check' visit (1/2 day) organised through Kirklees Learning Services.

### **Kirklees Guidance: SMSC: Promoting Spiritual, Moral, Social and Cultural Development for pupils including fundamental British values - A toolkit and audit for schools (Kirklees, revised 2016 and update due Oct 2017)**

- This includes an audit which enables schools to check and exemplify the ways that school supports the SMSC development of students, and of school community.
- The Ofsted guidance is broken down and linked this to examples which can evidence work.
- Completed report indicates where provision is strong and areas for development

### **Promoting SMSC, British Values and Equality (available as consultancy from Kirklees Learning Services)**

- Promoting SMSC and British Values in the classroom
- Understanding different faiths and cultures in a school context
- Promoting inclusion and challenging prejudice

Content includes: Promoting tolerance and understanding in school; Background to local faith communities and context; Handling sensitive issues and guidance for schools and teachers; Making arrangements for visits and visitors

### **Kirklees network support for PSHEd, Citizenship and RE**

All schools are offered on-going termly support through Kirklees Learning Services network package (95% schools buy this support) Primary PSHE networks are held termly Includes regular updates (at least once a year) on Prevent and how to embed relevant learning into the PSHE ed curriculum.

## 2e What is Prevent?

The National Prevent Strategy published by the government in 2011, is part of the UK's overall counter-terrorism strategy known as CONTEST. The aim of the Prevent Strategy is to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

- challenging **ideology** that supports terrorism and those who promote it;
- protecting vulnerable **individuals** from being drawn into terrorism through appropriate advice and support;
- supporting sectors and **institutions** where there is a risk of radicalisation.

The Prevent strategy recognises that people who are engaged in terrorist activities are often initially drawn into extremist narratives and beliefs and that these narratives (violent and non – violent) should be challenged to stop people moving from extremist groups or from extremism into terrorist related activity.

The Counter Extremism Strategy (2015) defines extremism as; “the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect of different faiths and beliefs. We also regard calls for the death of our armed forces as extremist.”

Radicalisation is as defined in the Prevent Strategy as “the process by which a person comes to support terrorism and forms of extremism leading to terrorism”

In 2015 the Prevent statutory duty was introduced, requiring all public institutions, including schools and further education providers to show “due regard to the need to prevent people from being drawn into terrorism”.

## 2f Prevent in Kirklees

Kirklees became a Prevent ‘priority’ area in May 2015. Following this and the implementation of the Prevent Statutory Duty (July 2015), the Local Authority established a dedicated Prevent engagement team and subsequently a Prevent Hub to deliver direct, preventative work with communities in a variety of settings. The engagement team, funded through the Local Authority, also provide support to individuals that are identified as being vulnerable through the Kirklees Channel safeguarding panel and provide support to institutions such as schools, colleges, faith establishments and civil society groups to building resilience to radicalisation and extremism.

The Kirklees Prevent Hub which is overseen by the Kirklees Prevent Coordinator is the main point of contact for Prevent enquiries and concerns across the district and oversees the delivery of Prevent projects, including engagement with education establishments.

The Kirklees Prevent Strategy contributes towards the delivery of the “Protecting people from serious harm” theme within the Kirklees Community Safety Partnership Plan and requires collaborative working between the Community Safety Partnership and the Safeguarding Boards for Adults and Children. In common with other areas (such as Human Trafficking and Child Sexual Exploitation) within this theme, the Kirklees Prevent Strategy recognises that there is no single factor to radicalisation and that vulnerabilities in individuals such as age, deprivation, low self-esteem, frustration and anger, along with a lack of protective factors (employment, education, family and social networks) can make an individual vulnerable to radicalisation. The full The Kirklees Prevent strategy can be found at: <http://www.kirklees.gov.uk/beta/community-safety-partners/pdf/kirklees-prevent-strategy.pdf>

The Kirklees Strategy tackles all forms of extremism and aims to prevent radicalisation by identifying risk at the earliest possible stage by safeguarding individuals through appropriate support mechanisms before risk establishes itself at a more severe and or harmful level.

The Kirklees Prevent Strategy is driven by key themes on the 2017 – 2018 Kirklees Prevent Action Plan which are informed by national and local priorities. The five key themes of the 2017 – 2018 link closely to the work of PSHE ed in Kirklees schools and include;

- Gathering community intelligence to ensure community tensions are identified and resolved at the earliest opportunity
- Challenging the ideology that supports terrorism and those who promote it;
- Supporting and protecting vulnerable individuals from being drawn into terrorism through appropriate advice and support
- Supporting sectors and institutions where there is a risk of radicalisation.
- Ensuring effective partnerships are in place to support the delivery of the Prevent strategy and action plan in Kirklees

To support education establishments with their Prevent duty and to develop the critical thinking and resilience building skills of young people from extremist narratives the Prevent Hub provides education establishments with access to free resources (Home Office approved and locally developed) that can be delivered in a number of formats including:

- Workshops developed and delivered by the Kirklees Prevent engagement team.
- Workshops developed by a national or regional organisation and delivered by the Kirklees Prevent engagement team.
- Home Office funded Project delivered by a third party organisation.
- Train the trainer model for school teaching staff

Sessions can range from “one off” full day workshops that form part of an alternative curriculum day or can be embedded within the school timetable and curriculum. Sessions do not always specifically refer to radicalisation, extremism or terrorism but cover learning outcomes to build resilience to radicalisation and other forms of harm by focusing on:

- Beliefs and values
- Identify
- Developing empathy
- Risk identification and management
- The development of critical thinking skills
- Understanding influence, persuasion and manipulation
- Assessing and evaluating fact from fiction

All sessions, unless specified by the school, cover all forms of extremism, including the risk posed from Far Right extremism. The article below from the Huddersfield Examiner (July 2017) provides an insight into the ‘balanced approach’ taken by Prevent to ‘target ISIS, Al-Qaeda and Far Right Extremism’. <http://www.examiner.co.uk/news/anti-terror-experts-give-presentation-13281392>

To continue to enhance the support already available to education establishments across Kirklees, a dedicated Prevent Education Officer has been appointed on a fixed term contract until March 2018 (subject to further Home Office funding)

In 2016, the Prevent Hub delivered workshops within a school based environment to over 2000 young people. Feedback is sought following each session from the student and teacher or school. National workshops are evaluated centrally by the Home Office.

Below are a number of example workshops and projects delivered in Primary and Secondary Schools across Kirklees including feedback from students and teachers. Further information about the resource’s available to schools can be found at

<http://www.kirklees.gov.uk/beta/community-safety-partners/prevent-resources.aspx>

### **Tolerance and Respect (Primary)**

Based on Fundamental Values, the Tolerance and Respect package is an interactive resource developed by the Prevent Hub to engage Infant and Primary school children in exploring the importance of respecting individual difference and valuing Diversity.

The resource is delivered over 5 x sessions with the support of teachers, covering;

- **Respect:** Dialogue based session where children think about what might encourage them to respect others, and what might be respected about them.
- **Tolerance:** Active, dialogue based session which encourages children to use respectful communication to explore and recognize difference and similarities that shape diversity amongst their friends.
- **Everyone is Unique:** A creative session, which asks children to create a unique individual which encourages them to think about what might make up each section, and make it so unique. E.g., Head and shoulders, thoughts and ideas, Physical appearance (Hair colour, head wear, gender etc.) Once complete, the group tape their sections together to reveal their very own unique individual; this can be displayed for reflection or to focus further discussion on.
- **Let's Score Respect:** Active session, designed around the use of teamwork, large space and a ball! The session encourages participants to decide in teams out of a number of statements which are respectful and which are disrespectful. With a competitive twist, the winning team is the one who makes the best decisions and gets the ball into the goal the fastest.
- **My Good Friend will ...:** This is an interactive session which explores healthy and unhealthy friendships; the facilitator shares a number of behaviours with the group and asks them to decide whether they are behaviours that reflect a good friendship or a bad friendship, and to place them on the appropriate board to act as a visual aid.

The Tolerance and Respect pilot was developed in conjunction with a primary school in South Kirklees.

*"The staff and children still mention the fabulous morning on prevent, it was an excellent stimulus. I hope that we can book you again next academic year".* \*Teacher feedback, June 2017, North Kirklees Primary School

### **RESPECT (secondary schools)**

The Respect Programme consists of 5 individual 60 minutes sessions on extremism, propaganda, stereotypes, British values and staying safe online. Sessions can be used as a package or as stand-alone sessions in different subject areas such as Citizenship, PSHE and RE. Each session is accompanied by resources (videos, web-links, scenarios, poetry) which provide a safe space for young people to explore contemporary and challenging issues whilst encouraging critical thinking and exploring identity and the rights of others.

*"I learned a lot about the far Right and different groups around the world. I was taught what defines a British person Thank you !!!"* \*Student feedback, March 2017, South Kirklees Secondary School

### **Chatterbox (Primary and secondary)**

Chatterbox is a debating resource designed to encourage critical thinking and facilitate discussion for any age group. Chatterbox encourages dialogue around local, national and international issues, including radicalisation and extremism, helping to support the development of local counter narratives and resilience towards extreme ideologies.

*"I found this session useful as we spoke about subjects we wouldn't normally discuss at school."*

*"I think today's session was very good because you can share your views openly without being judged. Allowed further discussions outside of classroom with friends."*

\*Student feedback, September 2017, North Kirklees Secondary School

To understand how the Kirklees Prevent Hub support and safeguard vulnerable people the following case studies have been provided

<http://www.kirklees.gov.uk/beta/community-safety-partners/pdf/kirklees-channel-case-study.pdf>

<http://www.kirklees.gov.uk/beta/community-safety-partners/pdf/kirklees-channel-case-study-b.pdf>

To support this report a practical example of a Prevent based report will be shared with the panel and a local secondary school have been invited to provide an overview of the work they do around PSHE and Prevent.

A recent report by the University of Huddersfield titled: '**what the Prevent Duty means for Schools and Colleges in England: An analysis of educationalists experiences**' found the following in relation to the implementation of the Prevent duty within School and Colleges;

- Fairly high and widespread confidence among educationalists about implementing the Prevent duty.
- Over three quarters of the respondents described themselves either as 'very confident' (29%) or 'fairly confident' (47%) about implementing the Prevent duty. Less than 1 in 10 described themselves either as 'not very confident' (5%) or 'not confident at all' (4%).
- 72% described themselves as very or fairly confident about 'having conversations with students on issues related to extremism and radicalisation.
- Little support among respondents for the idea that the duty has led to a 'chilling effect' on conversations with students in the classroom and beyond.
- clear examples of schools, colleges and individual staff responding to the duty through initiating or reinvigorating a range of curriculum activities.
- The largest proportion of respondents (56%) expressed the view that the Prevent duty had not resulted in any change in the levels of trust between students and staff
- Considerable support (41% of respondents) for the view that Prevent duty had led to more open discussions around such topics as extremism, intolerance and inequality. Just over 1 in 10 respondents stated that the duty had resulted in less open discussions (12%) on such topics, with 32% stating that it had not made a difference.
- Given the often damning commentaries on and assessments of Prevent in media discourse, the overall views emerging from school/college staff about the duty balanced.
- Positive examples of how the Prevent duty had provided an opportunity to reinvigorate areas of work around equalities, diversity and anti-racism, and about how individual teachers or schools/colleges had made use of the duty to have more open discussions with students on issues relating to extremism, intolerance and inequality.

The full report can be accessed at: <https://pureportal.coventry.ac.uk/en/publications/what-the-prevent-duty-means-for-schools-and-colleges-in-england-a>

### 3. Information required to take a decision: N/A

### 4. Implications for the Council:

**Kirklees Joint Health and wellbeing strategy** : PSHE ed support and guidance to schools supports the Health and Wellbeing Strategy by improving preventative health and well-being education in Kirklees schools leading to improved outcomes for young people

**Kirklees Economic strategy**: PSHE ed support and guidance to schools supports the Economic Strategy by helping young people develop improved resilience, employment skills and building strong and thriving communities

### 5. Consultees and their opinions:

PSHE Association

### 6. Next steps:

From March 2018 all Kirklees schools will be required to purchase any future guidance, support and resources directly from the PSHE Association.

### 7. Officer recommendations and reasons:

Elected Members to consider becoming involved in the Yorkshire & Humber Elected Member Prevent chaired by Cllr Light. Prevent updates/ briefing sessions for each member group.



**8. Cabinet portfolio holder's recommendations: N/A**

**9. Contact officer:**

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**10. Background Papers and History of Decisions**

- Previous report to OSMS on PSHE education and Prevent (Jan 2017)
- Councillors may wish to consider the results of a new and independent national research programme '*What the Prevent duty means for schools and further education colleges in England*' to be conducted by Dr Joel Busher (Coventry University), Prof. Paul Thomas (The University of Huddersfield) and Tufyal Choudray (Durham University), with support from Coventry University and the Aziz Foundation  
<http://eprints.hud.ac.uk/id/eprint/32349/>

**11. Service Director responsible**

Steve Walker  
Director of Children's Services