



Christ's College Guildford

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Christ's College

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Tackling Radicalisation and Extremism Policy

This policy is prescribed by The Good Shepherd Trust and is non-statutory. All references to 'the Trust', includes all Trust schools and subsidiary organisations.

Date adopted:	March 2024	Last reviewed:	29/08/2023
Review cycle:	2 yearly	Is this policy statutory?	No
Approval:	CEO	Author:	Liz Tedbury, Trust DSL
Local approval*:	Mrs S Hatch	Local author*:	Paul Grundy
Next review Date of Template Policy	August 2025		

*Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	07/04/2021	A Johnston	n/a	Minor updates and typos to reflect reviewed documentation, CPOMS and Educare.
2	29/08/2023	L Tedbury	n/a	Minor updates to reflect reviewed wording and updated hyperlinks.

Tackling Extremism and Radicalisation Policy

1. POLICY STATEMENT

Christs College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our employment practices reflect this commitment. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

2. LINKS TO OTHER POLICIES

This policy has links to several other policies including:

- Child Protection Policy
- Safeguarding Policy
- Single Equalities Policy
- Freedom of Expression
- Visitors Policy and Visiting Speakers Agreement
- Lettings Policy

The following national guidelines should also be read when working with this policy:

- [Prevent Duty Guidance 2015](#)
- [Keeping Children Safe in Education DfE \(2023 at the time of revision\)](#)
- [Working Together to Safeguard Children DfE 2018](#)
- [Promoting fundamental British values as part of SMSC in schools 2014](#)

3. AIMS AND PRINCIPLES

3.1 This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extremist views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school/college will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

3.2 The objectives are that:

- All local committee members, teaching and non-teaching staff, will have an understanding of what radicalisation and extremism is and why we need to be vigilant in the school/college.
- All local committee members, teaching and non-teaching staff will know what the school/college policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly if issues or concerns arise.
- All pupils will be taught about the dangers of radicalisation and exposure to extremist

views at an age-appropriate level; building resilience against these and knowing what to do if they experience them.

- All parents/carers and pupils will know that the school/college has policies in place to keep pupils safe from harm and that the school/college regularly reviews its systems to ensure that they are appropriate and effective. Every school/college will have a clear safeguarding page on their website with links to all appropriate policies and contacts.

- 3.3 The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are kept safe from harm.

4. DEFINITIONS AND INDICATORS

- 4.1 Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

- 4.2 Extremism is defined as the holding of extreme political or religious views.

- 4.3 There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centered on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.

See Appendix 6 for further information and guidance on possible indicators and actions that should be taken as a result.

5. PROCEDURES FOR REFERRALS

- 5.1 It is important that we are constantly vigilant and remain fully informed about the issues which affect the local area and the society in which we teach and learn. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally curious' where concerns arise, referring any concerns through the appropriate channels. (See Appendix 1 – Dealing with referrals and Appendix 5)
- 5.2 We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff will be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.
- 5.3 The Single Point of Contact (SPoC) is Mrs Hatch, who is also a Designated Safeguarding Lead (DSL). However, 5 members of the Senior Leadership Team (SLT) are also trained as DSL/DDSL's for child protection and safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff, parents or other individuals.
- 5.4 Aspects of the SPoC's role description can be found in Annex B [of Keeping Children Safe in Education](#) (KCSIE), under the role as Designated Safeguarding Lead.
- 5.5 The SPoC/DSL or other DDSL's in their absence, will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (See Appendix 1 and Appendix 5).
- 5.6 As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be provided with the contact details to do this via the Child Protection and Safeguarding Policy and procedures.
- 5.7 If staff have a concern about the views being expressed by a visitor/visiting speaker, they should immediately refer this to the SPoC or a DDSL. See Trust Visitors Policy and Visiting Speaker Agreement for further details.

6. LOCAL GOVERNING COMMITTEE MEMBERS, LEADERS AND STAFF

- 6.1 The Headteacher is the SPoC and in their absence, the other trained DSL/DDSL's Mr Grundy, Mrs Frechh, Mrs. Starr, Mrs. Fodor and Mr Kennedy are responsible for making referrals relating to extremism and radicalisation. In the unlikely event that the Headteacher and other DSL/DDSL's are not available, all staff know the channels by which to make referrals via the child protection and safeguarding policy and procedures, which can be found on the school/college website and <https://www.christscollege.surrey.sch.uk/674/policies>.

The nominated local governing committee member for safeguarding is: Christopher Chudziak and the Trustee responsible for child protection and safeguarding is [Mrs Mary Lewis](#).

- 6.2 Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

- 6.3 DSL/DDSLs will work in conjunction with the Headteacher and external agencies to decide the best course of action to address concerns which arise.

7. THE ROLE OF THE CURRICULUM

- 7.1 Our curriculum is broad and balanced and promotes fundamental British Values. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs, which should not be used to influence others.
- 7.2 Our Personal Social Health Education (PSHE) and Spiritual Moral Social Cultural (SMSC) provision is embedded across the curriculum. It is linked to our collective worship/assembly programme and underpins the ethos and values of the school/college. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. (See Appendix 4 – PSHE Curriculum Overview)
- 7.3 Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

8. STAFF TRAINING

- 8.1 Through INSET opportunities in the school/college, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities. All staff and LC members are required to undertake specific training on Prevent, every two years (See Appendix 2- Staff training)

9. VISITORS AND THE USE OF SCHOOL PREMISES

If any member of staff wishes to invite a visitor into the school/college, they must first undertake a vetting process and seek the approval of the Headteacher.
Please see the Visitors Policy and Visiting Speakers Agreement for further information.

- 9.1 Upon arrival at the school/college, all visitors, will read the child protection and safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience during their visit.
- 9.2 If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract.
Please see the Lettings Policy for further information.
Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school/college may contact the police and terminate the contract.

10. ADDITIONAL MATERIALS

- 10.1 See Appendix 3 for further reading

Appendix 1 – Dealing with referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly and immediately to the Headteacher as SPoC or another DDSL in their absence
- All incidents will be fully investigated and recorded and will be kept in line with procedures for any other safeguarding incident.
- Unless contacting the parents/carers would place a child at risk of harm, parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral on CPOMS.
- The SPoC or DDSL will follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to Children's Services via Surrey CSPA and the Police.
- Also see Appendix 5

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and local governing committee members to raise concerns relating to extremism directly. Concerns can also be raised by email: counter.extremism@education.gov.uk Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case emergency procedures should be followed. Further support can be found [here](#).

Appendix 2 – Related safeguarding training records

Type of Training	Delivered by	Delivered to	When and at what frequency
Refresher – General reminder of Prevent Strategy and this and other associated policies	DSL	All staff and local committee members	01/09/2023 Annually
The Prevent Duty	Educare	All staff and local committee members	01/09/2023 During induction period and every two years Certificates held online
Safer Recruitment Training	Educare or Trust	Persons involved in the staff or volunteer recruitment process	01/09/2023 Refreshed on a 3 yearly basis. Certificates held online
Safeguarding and Child Protection Training	Any accredited provider e.g. LA or NSPCC	All DSLs	01/09/2023 Refreshed on a 2 yearly basis. Certificates held online

Basic Safeguarding and Child Protection Training including KCSIE	DSL	All staff, local committee members	During induction period and receiving updates on an annual basis. Certificates held online
Tackling Female Genital Mutilation Refresher	DSL	All staff	Annually

Appendix 3 - Additional materials

- [The Prevent Strategy, GOV.UK – Home Office](#)
- [Prevent Duty Guidance 2015](#)
- [Keeping Children Safe in Education DfE \(2023 at the time of revision\)](#)
- [Working Together to Safeguard Children DfE 2018](#)
- [Promoting fundamental British values as part of SMSC in schools 2014](#)



Christ’s College PSHE Education: LONG-TERM OVERVIEW

	Autumn 1 Health & Wellbeing Relationships	Autumn 2 Relationships Living in the wider world	Spring 1 Relationships	Spring 2 Relationships Health & wellbeing (Assembly on loss and bereavement?)	Summer 1 Health & wellbeing (Guest speaker/ assembly/health y eating competition)	Summer 2 Health & wellbeing Living in the wider world (Young carers assembly?)
	Transition Transition to secondary school personal safety in and outside school.	Building relationships Friendships and social media Romance and Friendship	Diversity Identity, self-worth Protected characteristics Diversity, prejudice, and bullying	Diversity Challenging stereotypes, neurodiversity	Health and puberty Diet, exercise, lifestyle balance and healthy choices, Healthy routines, influences on health, puberty	Personal hygiene Looking after yourself and dental hygiene
	Building relationships Friendships (including online) and relationship boundaries Peer pressure and bullying	Developing skills and aspirations Raising aspirations and growth mindset		Emotional wellbeing Mental health and emotional wellbeing/stress and coping mechanisms	FGM and breast ironing	Decision making Responsibilities as teenagers, reflection of the year
	Autumn 1 Health & Wellbeing (Guest speaker 21/9 or assembly)	Autumn 2 Relationships	Spring 1 Health & wellbeing	Spring 2 Health & wellbeing (Police?)	Summer 1 Living in the wider world (Houses of Parliament trip 15/5?)	Summer 2 Living in the wider world (Guest speaker 11/7 or assembly)

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Emotional wellbeing Mental health and emotional literacy, including body image, social media and coping strategies	Respectful relationships Healthy relationships, conflict resolution, sexual harassment and consent	Drugs and alcohol Vaping, smoking, alcohol and drug misuse and pressures relating to drug use Knife and acid attacks	Peer pressure, gangs and Safety County lines Introduction to First aid	British values and rejecting hate Democracy and the Rule of law Tolerance, mutual respect	British values and rejecting hate Individual liberty, LGBTQ+, Homophobia
	Intimate relationships An introduction to contraception		Emotional wellbeing Self-harm and coping strategies		



Christ's College PSHE Education: LONG-TERM OVERVIEW



	Autumn 1 Relationships	Autumn 2 Relationships	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Living in the wider world	Summer 2 Living in the wider world
	Diversity in the UK Diversity, Immigration, Refugees, Brexit	Discrimination Sexism, Feminism	Families Different types of Families Parenting styles	Exploring influence	Exploring influence Grooming Exploitation	Setting goals Learning strengths, career options and goal setting as

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Determined: 20th March 2019.

Updated 29th August 2023

Review: August 2025

	Discrimination based on religion and race Extremism and Radicalisation	Intimate relationships Safe sex, Contraception, STIs, HIV, Aids	Teenage pregnancy Body confidence-private parts anatomy	Influence of social media on body image, Body positivity and neutrality Eating disorders Body shaming, Obesity	Debt bondage	part of the GCSE options process Transition to KS4
	Autumn 1 Health & Wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Relationships	Summer 1 Relationships	Summer 2 Living in the wider world
	Mental health Mental health and ill health, stigma Importance of sleep and screen time Stress management and managing workload First aid CPR	Human rights Social justice, justice systems Forced marriage, FGM, Breast ironing Honour based violence	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges	Healthy relationships The impact of the media and pornography, abuse, revenge porn, sexting	Healthy relationships Adoption, fertility, ivf Same sex adoption Men and women equality	Addressing extremism and radicalisation Communities, belonging and challenging extremism



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Determined: 20th March 2019.

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	Autumn 1 Living in the wider world	Autumn 2 Health & Wellbeing	Spring 1 Living in the wider world	Spring 2 Health & Wellbeing	Summer 1 Living in the wider world	Summer 2
	Next steps Application processes, and skills for further education, employment and career progression leadership	Adult health Organ and blood donation, Cancer: testing, prevention and treatment Abortion Miscarriages Menopause	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Independence Responsible choices Dealing with addiction Politics Success and money	Transition to KS5 Success and money What to expect after secondary school	Study leave and GCSE exams



Year 7- Mid term overview



Half term	T o p i c	In this unit of work, students learn...
Autumn 1 Health & Wellbeing Relationships	Transition Transition to secondary school personal safety in and outside school.	<ul style="list-style-type: none">• how to manage the challenges of moving to a new school• personal safety strategies and travel safety, e.g. road, rail and water
	Building relationships Friendships (including online) and relationship boundaries Peer pressure and bullying	<ul style="list-style-type: none">• how to establish and manage friendships• about qualities and behaviours relating to different types of positive relationships• how to distinguish between healthy and unhealthy friendships• How to set boundaries• What peer pressure and bullying is, how to recognise it and coping strategies
Autumn 2 Relationships Living in the wider world	Building relationships Friendships and social media Romance and Friendship	<ul style="list-style-type: none">• how to recognise and challenge media dangers• about consent, and how to seek and assertively communicate consent• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively

	Developing skills and aspirations Raising aspirations and growth mind set	<ul style="list-style-type: none"> • how to identify personal strengths and areas for development • how to aim high and strategies to succeed • how to challenge a fixed mindset and develop a growth mindset
Spring 1 Relationships	Diversity Identity, self-worth Protected characteristics, Diversity, prejudice, and bullying	<ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • the signs and effects of all types of bullying • how to respond to bullying of any kind and how to support others

Spring 2 Relationships Health & wellbeing (Assembly on loss and bereavement?)	Diversity Challenging stereotypes, neurodiversity	<ul style="list-style-type: none"> • how to challenge prejudice, stereotypes and discrimination • how to challenge stereotypes and discrimination in relation to work and pay • what is neurodiversity and accepting others
	Emotional wellbeing Mental health and emotional wellbeing/stress and coping mechanisms	<ul style="list-style-type: none"> • about attitudes towards mental health • about daily wellbeing • about healthy coping strategies
Summer 1 Health & wellbeing (Guest speaker/ assembly/healthy eating competition)	Health and puberty Diet, exercise, lifestyle balance and healthy choices, Healthy routines, influences on health, puberty FGM and breast ironing	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage physical and emotional changes during puberty • about FGM and breast ironing and how to access help and support

Summer 2 Health & wellbeing Living in the wider world (Young carers assembly?)	Personal hygiene Looking after yourself and dental hygiene	<ul style="list-style-type: none"> • about personal hygiene • how to look after your teeth and mouth health
	Decision making Responsibilities as teenagers, reflection of the year	<ul style="list-style-type: none"> • What are the responsibilities as a teenager • how to manage risk-taking behaviour



Year 8- Mid term overview



Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & Wellbeing (Guest speaker 21/9 or assembly)	Emotional wellbeing Mental health and emotional literacy, body image and social media and coping strategies	<ul style="list-style-type: none">• about attitudes towards mental health and daily wellbeing• how to identify, express and manage their emotions in a constructive way• how to improve their emotional vocabulary• how to develop digital resilience• how to recognise distorted views presented by the media regarding body image
Autumn 2 Relationships	Respectful relationships Healthy relationships, conflict resolution, sexual harassment and consent Intimate relationships An introduction to contraception	<ul style="list-style-type: none">• the qualities of positive, healthy relationships• how to demonstrate positive behaviours in healthy relationships• about forming new partnerships and developing relationships• about the law in relation to consent• how to effectively communicate about consent in relationships• that the legal and moral duty is with the seeker of consent• about basic forms of contraception, e.g. condom and pill

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Spring 1

Health & wellbeing

Drugs and alcohol

Vaping, smoking, alcohol and drug misuse and pressures relating to drug use

Knife and acid attacks

- about medicinal and reactional drugs
- about the over-consumption of energy drinks
- about the relationship between habit and dependence
- how to use over the counter and prescription medications safely
- how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes
- how to manage influences in relation to substance use

Spring 2 Health & wellbeing (Police ?)	Peer pressure, gangs and Safety County lines Introduction to First aid	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to respond in an emergency situation • basic first aid
	Emotional wellbeing Self-harm and coping strategies	<ul style="list-style-type: none"> • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies
Summer 1 Living in the wider world (Houses of Parliament trip 15/5?)	British values and rejecting hate Democracy and the Rule of law Tolerance, mutual respect	<ul style="list-style-type: none"> • what are the British values • how do we apply them in our everyday life • what is democracy and other authoritarian styles • what is the law system in the UK
Summer 2 Living in the wider world (Guest speaker 11/7 or assembly)	British values and rejecting hate Individual liberty, LGBTQ+, Homophobia	<ul style="list-style-type: none"> • What is LGBTQ+ • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia



Year 9- Mid term overview



Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & Relationships	Diversity in the UK Diversity, Immigration, Refugees, Brexit Discrimination based on religion and race Extremism and Radicalisation	<ul style="list-style-type: none">• about living in a diverse society• how to recognise and challenge racism and religious discrimination• about communities, inclusion, respect and belonging• about the Equality Act, diversity and values• how to manage conflicting views and misleading information• how to safely challenge discrimination• how to recognise and respond to extremism and radicalisation
Autumn 2 Relationships	Discrimination Sexism, Feminism	<ul style="list-style-type: none">• how to recognise and challenge sexism• what is feminism and what has the impact in our society been• how to recognise and challenge victim blaming
	Intimate relationships Safe sex, Contraception, STIs, HIV, Aids	<ul style="list-style-type: none">• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex• about myths and misconceptions relating to consent• about the continuous right to withdraw consent and capacity to consent• about STIs, effective use of condoms and negotiating safer sex• about the consequences of unprotected sex

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Spring 1 Relationships	Families Different types of Families Parenting styles Teenage pregnancy	<ul style="list-style-type: none">• about different types of families and changing family structures• how to evaluate readiness for parenthood and positive parenting qualities• about unplanned pregnancy options
Spring 2 Health & wellbeing	Exploring influence Influence of social media on body image, Body positivity and neutrality Eating disorders Body shaming, Obesity	<ul style="list-style-type: none">• how to manage influences and risks relating to cosmetic and aesthetic body alterations• about the media's impact on perceptions of body image• about eating disorders and how to get support• about body shaming, body positivity• obesity and its consequences
Summer 1 Living in the wider world	Exploring influence Grooming Exploitation Coercion Debt bondage	<ul style="list-style-type: none">• how to keep self and others safe in situations that involve substance use• how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime• exit strategies for pressurised or dangerous situations• to manage risk in relation to gangs

Summer 2 Living in the wider world	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process Transition to KS4	<ul style="list-style-type: none">• how to set aspirational goals for future careers and challenge expectations that limit choices• about transferable skills, abilities and interests• how to demonstrate strengths• how to work towards aspirations and set meaningful, realistic goals for the future• about GCSE and post-16 options• skills for decision making



Year 10- Mid term overview



Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	Mental health Mental health and ill health, stigma Importance of sleep and screen time Stress management and managing workload	<ul style="list-style-type: none">• how to manage challenges during adolescence• how to reframe negative thinking• strategies to promote mental health and emotional wellbeing• about the signs of emotional or mental ill-health• how to access support and treatment• about the portrayal of mental health in the media• how to challenge stigma, stereotypes and misinformation
	First Aid CPR	<ul style="list-style-type: none">• lifesaving first aid skills
Autumn 2 Living in the wider world	Human rights Social justice, justice systems Forced marriage, FGM, Breast ironing Honour based violence	<ul style="list-style-type: none">• About the social justice system in the UK and around the world• about 'honour based' violence and forced marriage and how to safely access support• about FGM and breast ironing, the implications and the reasons behind it
Spring 1	Healthy relationships	<ul style="list-style-type: none">• about relationship values and the role of pleasure in relationships

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Relationships	Relationships and sex expectations, myths, pleasure and challenges	<ul style="list-style-type: none">• about myths, assumptions, misconceptions and social norms about sex, gender and relationships• about the opportunities and risks of forming and conducting relationships online• about the risks of ‘sexting’ and how to manage requests or pressure to send an image
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Spring 2 Health & wellbeing	Healthy relationships The impact of the media and pornography, abuse, revenge porn, sexting	<ul style="list-style-type: none">• how the portrayal of relationships in the media and pornography might affect expectations• how to assess and manage risks of sending, sharing or passing on sexual images• how to secure personal information online• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support
Summer 1 Relationships	Healthy relationships Adoption, fertility, ivf Same sex adoption Men and women equality	<ul style="list-style-type: none">• about fertility, including how it varies and changes• about adoption and fostering• how to manage change, loss, grief and bereavement
Summer 2 Living in the wider world	Addressing extremism and radicalisation Communities, belonging and challenging extremism	<ul style="list-style-type: none">• about communities, inclusion, respect and belonging• about the Equality Act, diversity and values• about how social media may distort, mis-represent or target information in order to influence beliefs and opinions





Year 11- Mid term overview



Half term	Topic	In this unit of work, students learn...
Autumn 1 Living in the wider world	Next steps Application processes, and skills for further education, employment and career progression Leadership	<ul style="list-style-type: none">• how to use feedback constructively when planning for the future• how to set and achieve SMART targets• about application processes, including writing CVs, personal statements and interview technique• What is a leader and leadership skills
Autumn 2 Health & Wellbeing	Adult health Organ and blood donation, Cancer: testing, prevention and treatment Abortion Miscarriages Menopause	<ul style="list-style-type: none">• about vaccinations and immunisations• about registering with and accessing doctors, sexual health clinics, opticians and other health services• about the links between lifestyle and some cancers• about the importance of screening and how to perform self-examination• how to manage influences and risks relating to cosmetic and aesthetic body alterations• about blood, organ and stem cell donation• About abortion and miscarriages• About menopause
Spring 1 Living in the wider world	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<ul style="list-style-type: none">• how to effectively budget and evaluate savings options• how to prevent and manage debt, including understanding credit rating and pay day lending• how data is generated, collected and shared, and the influence of targeted

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advertising

- how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling
- strategies for managing influences related to gambling, including online
- about the relationship between gambling and debt
- about the law and illegal financial activities, including fraud and cybercrime
- how to manage risk in relation to financial activities

<p>Spring 2 Health & Wellbeing</p>	<p>Independence Responsible choices The influence and impact of drugs, gangs, role models and the media</p>	<ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction
<p>Summer 1 Living in the wider world</p>	<p>Transition to KS5 Success and money What to expect after secondary school</p>	<ul style="list-style-type: none"> • about options post-16 and career pathways • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance • success and money in relation to happiness

Themes to consider

Religious festivals, sustainability, vaccination, modern day slavery, homelessness, gaslighting, grooming, young offenders

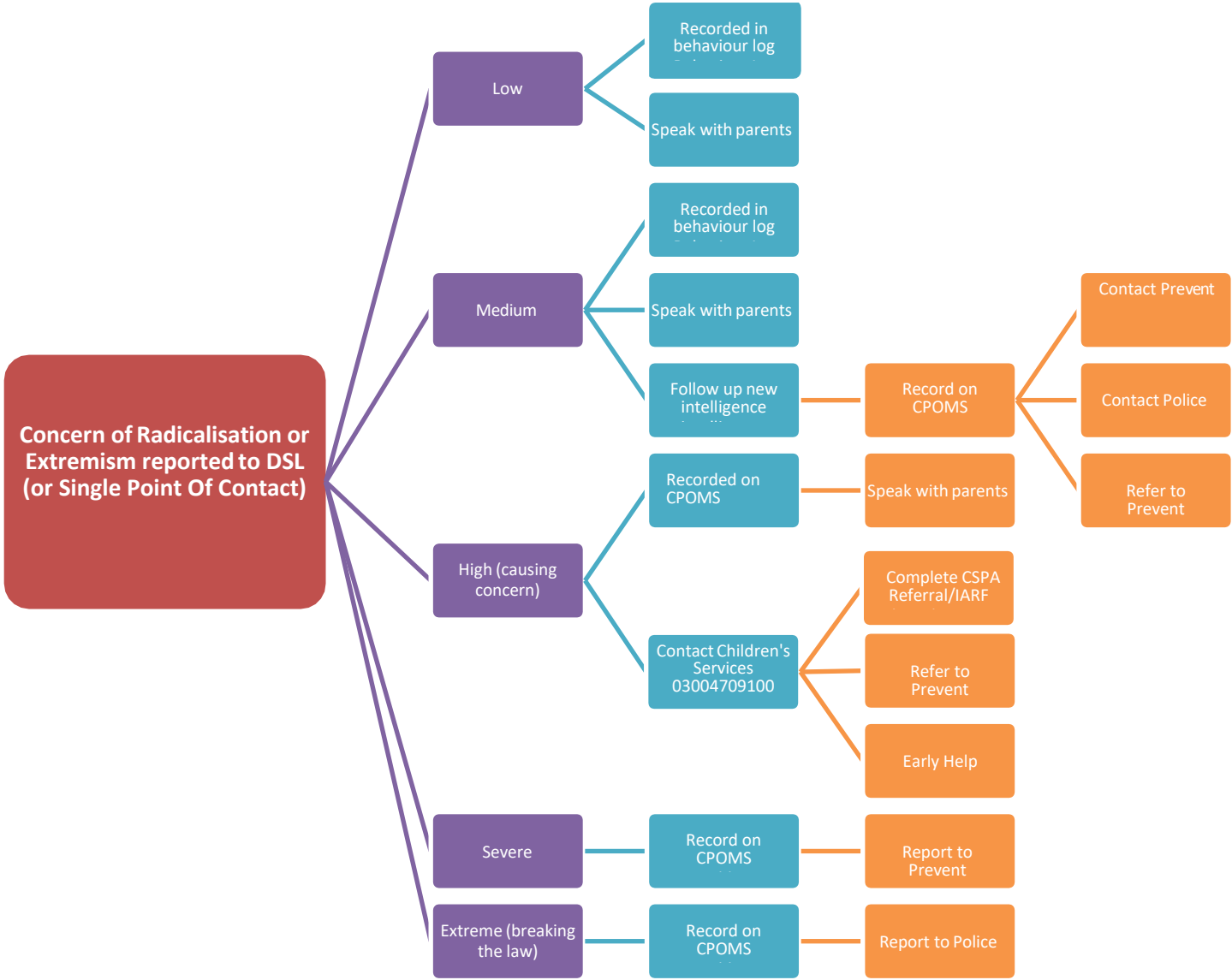
PSHE assemblies surign year assemblies?

Trips? Y8 parliament

What is covered in tutor time regarding online safety and careers?

How does the curriculum link to other subjects? Roll out to subject leaders

Appendix 5 – Anti Radicalisation & Anti Extremism Flow Chart



Indicators of radicalisation or extremism* and the resulting response from Christs College

Characteristics as identified in key documents*	Possible behaviours displayed by pupils in school	Status	School's response Action - all incidents are to be reported to the Single Point of Contact SPoC or a DSL
Physical changes			
Possesses unexplained gifts and clothing (groomers will sometimes use gifts such as mobile phones and clothing to bribe a young person)	Children begin to bring gifts into the school/college and they don't clearly give appropriate reasons for having these gifts	Medium	Record in Behaviour Folder, report to a DSL and parents-seek further advice if any disclosure reveals greater concern
Sudden or gradual change in physical appearance/ Changing their style of dress or personal appearance to accord with the group	Pupil wears clothing with slogans or statements affiliated to a particular radical group, child personal appearance changes and attributes it to a belonging to a particular radical group	Severe or Extreme (if they are demonstrating law breaking)	Severe: Record on CPOMS, report to the DSL who will refer to Prevent Extreme (law breaking): Record on CPOMS, report to DSL & police
Sudden or unexpectedly wearing religious attire/ Possession of materials or symbols associated with an extremist cause	Pupil wears clothing with slogans or statements affiliated to a particular radical group, child personal appearance changes and attributes it to a belonging to a particular radical group, child is in possession of such items as website links, newspaper articles, magazines or religious symbols associated with a radical group	Severe or Extreme (if they are demonstrating law breaking)	Severe: Record on CPOMS, report to the DSL & Children's Services Extreme (law breaking): Record on CPOMS, report to the police
Social changes			
Cuts ties with their friends, family or community /Loss of interest in other friends and activities not associated with the extremist ideology, group or cause	Pupil missing from education or absent for extended periods with questionable reasons	Causing Concern	Report to Inclusion Service and follow LA guidance
	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Record on CPOMS, seek advice/ investigation by DSL
	Repeated or ambiguous requests for extended leave to a country where the family may be known to have links with radicals	Severe	Severe: Record on CPOMS, report to the DSL /Inclusion Service & possible referral to Children's Services
Starts to become socially withdrawn/	Attempted withdrawal from lessons such as PE, RE	Medium	Record in Behaviour Log, report to

refusal to co-operate	PSHE celebration events linked to other festivals and these reasons are attributed to following the demands of a particular ideology.		Inform DSL and parents. Seek further advice from Headteacher if any disclosure reveals greater concern. Keep records of any letters written to school from the parent/carer or any meetings had with parents.
	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	
Begins to associate with others who hold radical views/ Communications with others that suggests identification with a group, cause or ideology/ attempts to recruit to prejudice-related organisations	Child states that parents, cousins, siblings etc. mention phrases/words/comments that indicate religious intolerance, parents report a change in behaviour, friendships or actions and requests for assistance, partner agencies report issues affecting pupils in the school/college	Causing Concern	Report to DSL on CPOMS/ Seek advice from Surrey Children's Services (which may result in a referral to the MASH/CSPA team)
Bullies or demonises other people freely/ attempts to recruit to prejudice- related organisations	Discusses sympathy for groups such as Al-Qaeda, ISIS/ISIL, Al-Shabaab, Combat 18, BNP, Britain First, EDL, socially isolates and or bullies other children and/or selects friendship groups based on perceived faith, culture, heritage, makes derogatory comments about other religions or faiths	Causing Concern	Report to DSL on CPOMS/ Seek advice from Surrey Children's Services (which may result in a referral to the MASH/CSPA team)
Associates with known radicals/ Spending increasing time in the company of other suspected extremists	Child states that parents, cousins, siblings etc. mention phrases/words/comments that indicate religious intolerance, parents report of a change in behaviour, friendships or actions and requests for assistance, partner agencies report issues affecting pupils in the school	Causing Concern	Report to DSL on CPOMS/ Seek advice from Surrey Children's Services (which may result in a referral to the MASH/CSPA team)
Becoming dependent on social media and the internet/ possession of prejudice-related materials	Reported attempts to visit extremist websites etc. Friends/parents report that child has accessed extremist information at home	Severe	Report on CPOMS/ Seek advice from Surrey Children's Services (which may result in a referral to the MASH/CSPA team)
Begins to attend rallies and demonstrations for extremist causes	Parents report of a change in behaviour as the pupils is attending group sessions/rallies/demonstrations of known extremist or radical groups, reported incidences of pupils establishing friendships or actions with links to known extremist or radical groups and parents/carers request for assistance, partner agencies report issues affecting pupils in the school/college	Severe	Report on CPOMS/ Seek advice from Surrey Children's Services (which may result in a referral to the MASH/CSPA team)
Visits extremist websites, networks	Internet log identifies attempted visits to extremist	Severe	Report on CPOMS/ Seek advice from

and blogs	website etc. parents report that child has accessed extremist information at home, partner agencies report issues affecting pupils in the school/college		Prevent team
Emotional and verbal changes			
Displays hatred or intolerance of other people or communities because they are different/ Using insulting to derogatory names for another group/ prejudice related ridicule or name calling/ inappropriate forms of address	Pupil makes derogatory comments about other religions or faiths	Medium OR Causing Concern depending upon frequency and regularity	Record in Behaviour Log, report to DSL and parents-seek further advice from DSL if any disclosure reveals greater concern. Report on CPOMS/ Seek advice from Surrey Children's Services (which may result in a referral to the MASH/CSPA team)
Begins to complain, often with anger, about governmental policies, especially foreign policy	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Report on CPOMS/ Seek advice from Surrey Children's Services (which may result in a referral to the MASH/CSPA team)
Begins to believe in government conspiracies	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Report on CPOMS/ Seek advice from Surrey Children's Services (which may result in a referral to the MASH/CSPA team)
Exhibits erratic behaviour such as paranoia and delusion	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Report on CPOMS/ Seek advice from Surrey Children's Services (which may result in a referral to the MASH/CSPA team)
Speaks about seeking revenge/provocative behaviour	Use of extremist 'hate' terms to exclude others to incite violence	Causing Concern	Report on CPOMS/ Seek advice from Surrey Children's Services (which may result in a referral to the MASH/CSPA team)
Demonstrates sympathy to radical groups/ Attempts to recruit others to the group/cause	Discusses sympathy for groups such as Al-Qaeda, ISIS/ISIL, Al-Shabaab, Combat 18, BNP, Britain First, EDL and socially isolates other children and/or selects friendship groups based on perceived faith, culture, heritage	Causing Concern	Report on CPOMS/ Seek advice from Surrey Children's Services (which may result in a referral to the MASH/CSPA team)
Starts to exhibit extreme religious intolerance/ derogatory name calling	Makes derogatory comments about other religions or faiths, discusses narrow viewpoints in RE lessons, graffiti symbols, writing or art work promotes extremist messages	Severe	Report on CPOMS/ Seek advice from Surrey Children's Services
Advocates violence or criminal	Use of extremist 'hate' terms to exclude others to incite	Severe or Extreme	Severe: Report on CPOMS/ Seek advice from

behaviour/ physical or verbal assault/ damage to property/ condoning or supporting violence towards others	violence, partner agencies report issues affecting pupils in the school	(if they are demonstrating law breaking)	Seek advice from Surrey Children's Services (which may result in a referral to the MASH/CSPA team) Extreme (law breaking): Record on CPOMS,
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KEY DOCUMENTS

- *The Prevent duty, Departmental advice for schools and childcare providers 2015
 - *Keeping children safe in education, statutory guidance for schools and colleges DfE
 - *Working Together to Safeguard Children-DfE 2018
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