



GOV.UK

*Prevent*  
**Strategy**

**Preventing recruitment &  
radicalisation of young people falls  
into the Safeguarding strategy**

**We are required to provide a broad &  
balanced curriculum to support this**

# Year 7

- **Part of Year 7 Unit of Work on Human Rights**
- **Fundamental objective is to promote core values of British society – freedom of speech, tolerance, understanding, equality & justice**
  - **Show Racism The Red Card**
- **What is racism, racism experienced by football players, fans who are ‘extreme’ fans**

# Year 8

- **Part of Year 8 Unit of Work on 'Groups In Society'**
- **Promoting understanding & acceptance of different groups eg. people with disabilities, the elderly, refugees & asylum seekers**
  - **Why do people leave their country of origin?**
- **Problems & difficulties faced by people moving to a new country**
- **Real life experiences of refugees from Kosovo, Chile & Germany**

# Year 9

- Part of Year 9 Unit of Work on Youth Crime
- ‘% of people who are prepared to support violent extremism in this country is very small. It is significantly greater amongst young people’ Prevent Strategy 2015
- Look at influence of persuasive text & advertising and think about how extremists use this narrative. How they try to persuade young people through use of emotive language, empathetic & sympathetic language & feelings of persecution & lack of care.
- Look at how the media promotes myths about minority groups & ideas of ‘who is an extremist?’
- Look at real life examples of extremists using IRA, white supremacist groups, ISIS etc

# Year 10

- **Year 10 Unit of Work ‘What Does It Mean To Be British?’**
  - **Symbols of what it means to be British**
    - **Definitions of ‘Britishness’**
  - **What does being British mean to you?**
  - **Investigation into how being British has changed over the last century**
    - **Multi cultural Britain**

# Year 11

- **Recruitment & Radicalisation**
- **Why are teenagers at risk of being targeted by extremist groups?**
  - **Evaluation of different scenarios thinking about racism & extremism & thinking about what they could do**
  - **Examine fine line between upholding free speech & preventing extremism**