



Extremism

and PSHE Education

Professionals' Pack

2024

Ellie Chesterton & Natalie McGrath

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INTRODUCTION

This pack aims to support education providers to deliver quality PSHE education around Extremism through identifying the curriculum links within the PSHE Associations' Spiral Curriculum and the Home Office's guidance to develop staff's confidence and competence on the subject matter to support them to facilitate PSHE education on this topic within their own setting.

The Home Office's guidance states that:

- Pupils can also put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- Schools should show flexibility to respond to local public health and community issues to meet the needs of pupils
- Concerns should be addressed sensitively and clearly

Education providers should build children and young people's resilience to radicalisation by promoting fundamental British values; enabling them to challenge extremist views. PSHE education should not stop debates about controversial issues, but provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Children and young people need to be taught to manage risks, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing.



SAFE LEARNING ENVIRONMENT

A safe learning environment enables children and young people to feel comfortable to share their ideas without attracting negative feedback. It avoids possible distress and prevents disclosures in a public setting and enables professionals to manage conversations on sensitive issues confidently. We have created a guidance document to support professionals to create this safe in their own setting.



No. 01 — Ground Rules

Create in collaboration with the group . As the facilitator role model the agreed ground rules.



No. 02 — Collaborate with DSL

Check with your DSL whether any group members (including members of school as well as children and young people) have been affected by any of the issues that might be raised in the session.



No. 03 — Staff Confidence

Check Staff confidence levels. If anyone is in panic zone it is not safe or appropriate for them or the participants to teach on the topic. This pack should help professionals to move from panic zone to learning or comfort zone.



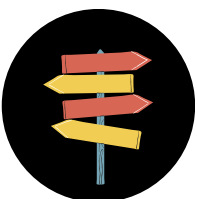
No. 04 — Learning Techniques

Use scenarios and stories to help participants engage with the topic. Refer to the third person rather than you e.g. what could this character do?, or people of about your age....



No. 05 — Difficult Questions

Questions are an important part of learning. Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.



No. 06 — Signposting

It is absolutely essential, that included in the lesson, is information about different organisations and people that can provide support both within the organisation and outside of it.

PSHE BEST PRACTICE PRINCIPLES

Do not use scare/fear or guilt tactics

It is a common misconception that if a child or young person is shocked or scared by what they see in images, videos used in sessions, they will avoid the behaviour in the future.

Whilst young people will often say that they like 'hard-hitting' material and that it engages them more effectively, in fact when experienced in a safe setting (in this case a classroom or youth space), shocking images become exciting (in a similar way to watching a horror film or riding a rollercoaster) and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response.

The adolescent brain is still developing which means that the perception of messaging and how they react to them is different to our experiences as adults. Furthermore, because their brains are still developing, they often live "in the moment;" when an unhealthy situation arises, they'll make decisions based on what they're feeling then and there, instead of making a reasoned, logical decision. The pre-frontal cortex or critical thinking/reasoning part of the brain is the last section to develop.

You can find out more about the teenage brain [here](#).

Young people should be informed of risks in a balance and measured way through an approach that supports them to make informed, healthy, safe decisions and empower them to believe they can act on "good choices.

Top Tips:

- Evidence shows that shock and scare tactics just don't work.
- Check resources (including external agencies) for images or scenes that might be shocking, harrowing or scary for the age group – remember that children and young people will have a much lower threshold for what might worry them.
- Remember the purpose of the session is to educate not entertain. Just because young people might watch scary films in their own time, does not mean using similar films within PSHE Education will promote learning.
- Make sure there is a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes.

Knowledge, Skills and Values

Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, a child who is dared to run across the road by their friends, or a teenager who is being pressured to start a fire. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g., of the legality (or not) of their actions. However, in order to make a safe decision in the moment, they will also need skills to negotiate with their peers to resist pressure from others, to exit the situation (if they choose to) and access appropriate help or support if necessary. They will need a strong sense of their own values, to make the right decision and the confidence to stick to it.

Knowledge on its own won't necessarily stop someone from trying things. In many cases young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

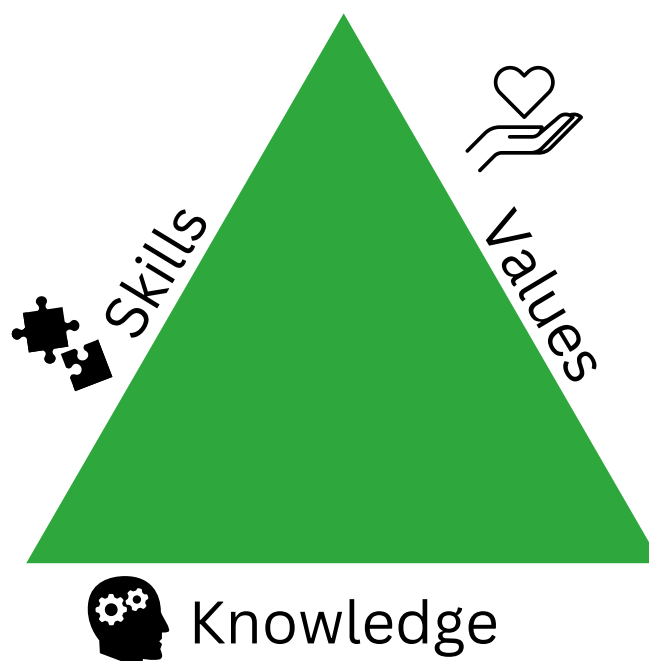
To ensure that sessions are balanced it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

The definition of each of these is:

Knowledge: gaining new information on a topic

Skills: gaining new skills on a topic

Values: reflecting on, and potentially altering, your own values in relation to a topic



PREVENT BEST PRACTICE PRINCIPLES⁷

Start by raising concerns about their behaviour, not their beliefs

Do not say: 'You've been expressing some concerning beliefs and ideas.' Do say: 'I'm concerned because I've noticed you've become [angry or disengaged]. What's going on?'

Make observational comments about their emotional or behavioural state

For example, you could say: 'You look exhausted or agitated or angry. What are you doing to relax?' This may lead to: 'Where do you go? Who do you see?'

Do not ask leading questions

Do not ask questions like: 'Did you hear this at home?' Instead, start your questions with who, what, when, where, how. For example: 'How do you feel about...?', 'What do you understand by...?', 'Where did you hear...?', 'What would you do if...?'

Ask questions

Get them to explain. Ask them: 'What made you think about these things?' or 'Can you give an example of that?', 'Can you explain that further?', 'Is there another point of view on that issue?'

The child, young person or adult learner might not be able to see other points of view and have a fixed view of the world.

Get them to think about what they're saying

You could ask: 'I still don't understand. Explain it differently for me', 'What is fact and opinion in this statement?', 'How do you know that...? What are you basing your judgement on?'

Ask them to clarify

If you're not sure what the child, young person or adult learner has said, ask them to clarify and check their understanding of certain words. You could ask: 'What does X mean?'

Find ways to understand the concerns

Handling difficult or controversial discussions can be challenging.

You could say: 'I don't know much about this. Shall we research it together?' or 'Shall we find someone who does know more about this? I would like to learn more.'

Or could say: 'I need to speak to someone to see if we can find anyone who knows a lot about this. They could talk to you and help you understand more about X.'

Focus on the child or young person

When recording the conversation, make sure you use the child or young person's own words and describe any actions clearly.

If you're speaking to the child, or young person alone, reassure them that you want to clarify something they said or did.

Be responsive and inclusive

Ask open and specific questions. Do not add details to your report, but ask the child, or young person to clarify if you need to. For example, you could say: 'Can you explain what you mean by that as I did not understand?'

Do not make assumptions about the child or young person's behaviour based on any aspects of their background or identity.

Be proactive

Do not promise confidentiality. Be clear with the child or young person about your next steps or actions.

If you see, hear or are worried about anything, think about making a Prevent referral.

Build a rapport

Build on your knowledge of the child or young person by asking about some neutral topics.

Get them talking

Use TED:

- **T - tell**
- **E - explain**
- **D - describe**

For example: 'Tell me what happened in maths today.'

Avoid direct confrontation of opinions or attitudes

Do not say: 'You're wrong.' The child, or young person could become defensive, agitated or withdrawn. Instead, you could ask: 'What made you feel like this?'

Redirect them

If you're finding it hard to discuss the child or young person's behaviour because they feel angry or emotional, try to redirect them. You could say: 'Tell me something funny that happened last week.'

TIPS FOR COMMUNICATION 9

Communication difficulties

Special provision should be put in place to support conversations with children, young people or adult learners who:

- have communication difficulties
- are too young
- are unable to communicate
- cannot or will not explain

You should refer to the child or young person's Education, health and care plan and the information available from any assessments. This may include visual cues to help facilitate discussion, such as picture exchange communication cards.

Mencap has published further information on [communicating with people with learning difficulties](#).

The National Autistic Society has also published [tips to communicate more effectively with an autistic person](#).



LINKS TO PSHE CURRICULUM

10

The table below shows the learning opportunities from the relevant PSHE Association core themes which can be linked to Extremism.

Primary

PSHE Association:

Key Stage Two

L12.	How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
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SEND

PSHE Association:

SSS3 – Self-Care, Support and Safety:Trust

Core	Explain why 'trust' is not the same as like
Development	Recognise that we do not have to trust someone just because they say we should
Enrichment	Identify some basic strategies for saying 'no' to pressures or dares
Enhancement	Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky

SSS4 – Self-Care, Support and Safety: Keeping Safe Online

Core	Identify some risks of communicating online
Development	Explain that there may be people online who do not have our best interests at heart
Enhancement	Explain how what we post online might affect ourselves or others

DfE Statutory Guidance:

By the end of Primary pupils will know:

IS5.	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
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PSHE Association: Key Stage Three

L23.	To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views
L26.	That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

Key Stage Four

L24.	That social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events
L27.	To assess the causes and personal consequences of extremism and intolerance in all their forms
L29.	To recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

PSHE Association:

SSS4 – Self-Care, Support and Safety: Keeping Safe Online

Core	Recognise that not all information seen online is true
Development	Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content
Enrichment	Identify how to make safe, reliable choices from search results
Enhancement	Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond

WIL12 – World I Live In: Managing Online Information

Foundation	Recognise that not everything we see online is 'real' or 'true'
Core	Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'
Development	Describe simple steps to take to check if something we see online is trustworthy
Enhancement	Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world

By the end of Secondary pupils will know:

F7.	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
RR4.	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
IS1.	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online

NYA Youth Work Curriculum:

13.	Supporting young people in discovering their personal values, principles and preferences
14.	Valuing each individual and their differences
15.	Supporting young people in understanding their prejudices and valuing diversity and equity
16.	Creating safe spaces and groups where oppressive behaviours and views are challenged

Please check all resources are suitable for your settings and children before use

Extremism

Books:

Primary

- The perfect fit by Naomi Jones and James Jones
- I am Nefertiti by AnneMarie Anang and Natelle Quek
- My shadow is pink by Scott Stuart
- The Boy at the Back of the Class by Onjali Rauf

Secondary

- Noughts and Crosses by Malorie Blackman
- Guantanamo Boy by Anna Perera
- The Trap by Alan Gibbons
- Always here for you by Miriam Halahmey
- If you were me by Sam Hepburn
- Siege by Sarah Mussi
- Crongton Knights by Wheatle Alex
- How It All Blew Up by Arvin Ahmadi

Videos:

Primary

- Upper KS2 – Identifying the difference between fact and opinion – [NewsWise \(Identifying the Difference Between Fact and Opinion - Educate Against Hate\)](#)

This classroom resource is part of the NewsWise unit of work created by The Guardian Foundation. The resource is suitable for upper primary and lower secondary pupils and aims to help young people evaluate the validity of information online. The resource includes a lesson plan, classroom activities and a video.

Secondary

- Act Early Stories ([ACT Early Stories – Educate Against Hate](#))

Classroom resource by Counter Terrorism Policing and London Grid for Learning which aims to raise awareness of extremism and promote critical thinking in secondary school pupils. The resource is based on three real-life stories of young people whose lives have been affected by radicalisation and each story has a video, ready to use session slides and guidance notes. All slides are designed so educators can either use the entire session or individual activities.

- Let's Discuss ([Classroom resources Archives – Educate Against Hate](#))

Let's Discuss resources have been developed with teachers and students in mind by a range of experts across counter-extremism and education. No specialist prior knowledge is required and each of the four packs contain teacher guidance, a classroom task, a video, and a PowerPoint presentation to aid classroom discussion. The idea is that a teacher could look at one of the four topics during a one-hour planning and preparation period and then be ready to teach the lesson. The aim of these resources is to give teachers the confidence to have difficult conversations that may arise from such topics, with the reassurance that these packs have been fact-checked and approved by government.

- Going too far? ([Going Too Far? – Educate Against Hate](#))

Going Too Far? is an interactive classroom resource developed by the Department for Education and London Grid for Learning, which aims to help students understand extremism and how certain online behaviour may be illegal or dangerous. The resource for secondary school pupils aims to promote critical thinking and build resilience using recent case studies with discussion stimuli.

- Act for Youth ([ACT for Youth – Educate Against Hate](#))

Videos and lesson plans to teach terrorism safety advice, such as 'Run, Hide, Tell'.

- Community Cohesion Presentation (Stoke-on-Trent)

Target Audience: Key Stages 2-5

Delivered by LA Community Cohesion Officer, Iftikhar Ahmed, the presentation addresses the following points:

- What is Community Cohesion?
- Breakdown of cohesion and its effects
- Respect
- What YOU can do!
- Extremism/Prevent
- Dangers of intolerance and ignorance (a true case)
- British Values

- 'My Faith' Sessions (Stoke-on-Trent)

Target Audience: Key Stages 2-5

Delivered by LA Community Cohesion Officer, Iftikhar Ahmed, this workshop enables pupils to hot seat Iftikhar on what it means to a Muslim.

To learn more or to arrange delivery of one of the above sessions, please contact Iftikhar Ahmed, Community Cohesion Officer at Iftikhar.Ahmed@stoke.gov.uk

Primary

- Be Internet Legends ([Be Internet Legends – A Program to Teach Children Internet Safety \(beinternetawesome.withgoogle.com\)](#))

This programme aims to help 7- to 11-year-olds become safer, more confident explorers of the online world.

- Newswise ([NewsWise | The Guardian Foundation](#))

NewsWise aims to empower children with the skills and knowledge to engage with and enjoy news, to feel confident to ask questions and to challenge misinformation, and to have their own values and opinions.

Primary and Secondary

- Find the Fake ([Find the fake quiz – Internet Matters](#))

With three age phases to choose from, this quiz provides a way for families to improve, discuss and test their knowledge of fake news, including what it is and its real-world impact, so they are better equipped to spot it and stop its spread online.

Secondary

- Be Internet Citizens ([Be Internet Citizens](#))

This programme empowers young people to become accountable and conscientious digital leaders.

- BBC Young Reporter ([iReporter – BBC News](#))

BBC Young Reporter is an opportunity for 11–18 year olds across the UK to develop media skills, news literacy and share their stories with the BBC.

- Guardian Foundation: Behind the Headlines ([Behind the Headlines | The Guardian Foundation](#))

Behind the Headlines offers inspirational free news and media workshops for secondary schools, higher education and youth groups, teacher training and resources. It aims to empower young people to access, understand, participate in and critically analyse media.

DEVELOPING SUBJECT KNOWLEDGE



EXTREMISM

with thanks to Stoke on Trent Local Authority Prevent Team

Definitions

The Government have provided definitions for the following terms:

Radicalisation – the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism – an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.

In summary, terrorism is an action that:

- endangers or causes serious violence to a person or people
- causes serious damage to property, or seriously interferes with or disrupts an electronic system
- is designed to influence the government or to intimidate the public

Extremism – the promotion or advancement of an ideology based on violence, hatred, or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others
2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights
3. Intentionally create a permissive environment for others to achieve results in 1. or 2.

This definition of extremism was change in March 2024 and moved the focus from violent actions against British Values to expanding to include any promotion of ideology deemed contrary to British values, regardless of whether violence is involved or not.

Extremist Ideologies

Extreme right-wing: This category covers sub-ideologies, including Cultural Nationalism, White Nationalism and White Supremacism. These themselves span a range of extreme beliefs such as anti-Semitism, anti-Islam, neo-Nazi, ethno-nationalism or anti-establishment.

Islamist extremism: Islamist extremists believe that to achieve their goals they need to deliberately spread division and hatred. They turn a religion that promotes social justice into something violent and ignore the religion's teachings of tolerance, peace and respect. In the most extreme cases violent acts are used to try to create the Islamist society they want.

Extreme left-wing: Extremists who believe in using violence and serious criminality to abolish existing systems of Government and replacing them with anarchist, socialist or communist systems.

Anarchist extremism: Extremists who believe in using violence to replace current systems of Government and law enforcement with a system that prioritises complete liberty and individual freedom.

Single-issue extremism: Extremists who endorse violence and serious criminality focused on a specific topic, such as animal rights.

Examples

Extreme right-wing terrorism

Dover Migrant Centre Attack

In 2022, a man died after incendiary devices were thrown at a Home Office migrant centre in Dover. It was later concluded that Andrew Leak, 66, from High Wycombe, Buckinghamshire was driven by extreme right-wing terrorist ideology.

Christchurch Mosque Shootings

In 2019, there were two consecutive shootings at mosques in Christchurch in New Zealand. More than 50 Muslims were killed. Prior to the attacks a manifesto was emailed to members of the media, believed to have been written by the attacker, which included racist sentiments and neo-Nazi symbols.

Finsbury Park attack

In 2017, a far-right terrorist drove his van into a group of people coming out of a mosque. One person was killed and several others were injured. The attacker was quoted as shouting "I want to kill Muslims" and "this is for London Bridge" in reference to the recent attack claimed by the Islamist terrorist group ISIS.

Murder of Jo Cox

Jo Cox was a member of Parliament representing the Labour party. In 2016 she was attacked and killed. It is claimed by eye-witnesses that the person who murdered her said after the attack, "This is for Britain".

Norway attacks

In 2011, a far-right terrorist planted a car bomb in Oslo, near the office of the country's Prime Minister. Approximately 2 hours later, there was a second attack at a summer camp organised by the Norwegian Labour Party. These two attacks led to 77 people being killed. Before carrying out the attacks, the perpetrator emailed a large number of people a document he had written outlining his racist viewpoint.

Examples

Islamist terrorism

Sri Lanka Easter bombing

In 2019, there was a series of explosions in churches and hotels in Sri Lanka on Easter Sunday. A group called NTJ, a militant Islamist group, was accused by Sri Lankan government officials of carrying out the attacks. 290 people were killed.

Manchester arena attack

In 2017 there was an attack at an Ariana Grande concert in Manchester, where a bomb was detonated as people were leaving the arena. 22 people were killed and more than 50 people were injured. ISIS claimed that they organised the attack.

London transport bombings

In 2005, there was a series of coordinated terrorist suicide bomb attacks in central London which targeted the public transport system during the morning rush hour. 52 civilians were killed and over 700 more were injured.

9/11 plane attacks

In 2001, 19 terrorists from al-Qaeda hijacked four commercial airplanes, deliberately crashing two of the planes into the upper floors of the North and South towers of the World Trade Centre complex and a third plane into the Pentagon in Arlington. The attacks killed 2,977 people.

Examples

Extreme left-wing, anarchist and single-issue terrorism

Far-left extremism – Baader-Meinhof

This extreme Far left group, which was also known as the Red Army Faction, wanted to bring a form of communism to Germany. Between 1970 and 1998, they engaged in a series of anarchist extremism, bombings, assassinations, and kidnappings in Germany destroying many people's lives and livelihoods, and killing more than 30 people.

Anarchist extremism

In Italy in 2016, anarchist groups targeted migration services, with five bombs sent between February and September to travel agencies and related companies. Thankfully, nobody was injured in these incidents.

Single issue extremism – animal rights extremism

Some animal rights activists have bombed buildings and tried to kill people. In the UK in 1999, an extremist animal rights activist planted a homemade bomb on the doorstep of a businessman linked to Huntingdon Life Sciences, a large animal-testing laboratory.

Provide opportunities for children and young people to discuss relevant events when they occur. While it is important to follow a planned programme for PSHE education, education providers should be prepared to discuss major incidents such as terrorist attacks with children and young people as soon as they occur.

The PSHE Association 2016 document, a generic framework for discussing a terrorist attack, can be used to support children and young people, in both primary and secondary settings, to manage the shock, fear and anger that may follow such an attack. Such learning can help to reduce susceptibility to division in society through stereotyping and blame of minority groups.

British Values

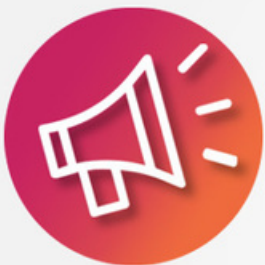
Promoting British Values and Spiritual, Moral, Social and Cultural (SMSC) Education

Spiritual Moral, Social and Cultural values have been 'taught' in schools for many, many years now and feature in the Ofsted Framework. The 1944 Education Act laid a requirement on schools "to promote the spiritual, moral, mental, cultural and physical development of pupils". This is sometimes referred to in the abbreviation SMSC.

In November 2014, the Department of Education produced non-statutory guidance on how schools should promote British values as part of spiritual, social and cultural (SMSC) development. "Schools should promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs".

How can SMSC be developed in your school?

SMSC can be developed through virtually all parts of the curriculum and schools need to understand their obligations in promoting SMSC in schools.



Democracy



**Rule
of Law**



**Individual
Liberty**



**Respect &
Tolerance**

Ofsted has updated the School Inspection Handbook to set out what inspectors should look out for:

Before making the final judgement on the overall effectiveness, inspectors will evaluate:

The effectiveness of the schools provision for pupils' Spiritual, Moral, Social and Cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

What will Inspectors look for?

An important aspect of the overall effectiveness judgement is a consideration of how well the school contributes to the promotion of the pupils' spiritual, moral, social and cultural development through;

- Climate and ethos (enabling personal development)
- Range of opportunities (developing self-esteem)
- Development of social skills

As areas of focus do you as a school:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence?
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England?
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely?
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England?
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures?
- Encourage respect for other people?
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England?

Online Radicalisation


The internet and social media make spreading divisive and hateful narrative easier and more widespread. Extremist and terrorist groups use social media to identify and target vulnerable individuals.

Children and young people are at risk of accessing inappropriate and harmful extremist content online. This can include downloading or sharing terrorist material - this could be a criminal act.

Online Radicalisation refers to the process by which an individual is groomed online to come to support terrorist or extremism ideologies.

It is important that children and young people are given the opportunity to develop the skills to critically assess what they are viewing online to be able to think about what has been posted, whether it is true or not, and the agenda behind the post.

The National Literacy Trust Fake News and Critical Literacy Report stated that more than half of 12-15 year olds go to social media as their regular source of news. And while only a third believed that social media stories are truthful, it is estimated that only 2% of school children have the basic critical literacy skills to tell the difference between real and fake news.



How does your setting support children and young people to develop criticality and resilience in relation to their lives online?

Enablers

There is no single route to radicalisation. However there are some behavioural traits that could indicate a child or young person is vulnerable to radicalisation.

Being radicalised is not a linear process. Behaviours or a combination of behaviours can be expressed by children and young people at different times. It is essential to consider an individual's behaviour in the context of wider influencing factors and vulnerabilities.

Contextual Safeguarding:

Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people.

Using Contextual safeguarding can enable professionals to build a holistic picture of the child or young person's individual factors and also identify where and by whom interventions can occur

More information on contextual safeguarding can be found [here](#)



Children and young people vulnerable to grooming for sexual exploitation, criminal exploitation or county lines, may also be vulnerable to radicalisation. The list below demonstrates some behaviours that could increase their risk and vulnerability to radicalisation.



Being drawn to conspiracy theories



Beginning to isolate themselves from family and friends



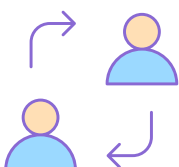
Viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet



Expressing concerns of being victimised, for example feeling under attack



Discriminating against other individuals or groups of people



Sudden changes in behaviour

Push/Pull Factors

30



Push and pull factors can make a child or young person at risk of extremism or radicalisation. Often there are several risk factors present, that when seen together, can cause concerns

- Push - Negative things that push someone into something
- Pull - Positive or attractive things that pull someone into something.

We have given some examples below, using the vulnerabilities above can you determine if they would be a push or pull factor?

Push Factors	Pull Factors
Isolated	Offering a sense of community
Feeling like they dont belong	Promising fulfilment or excitement
Having no purpose	Feeling valued/special
Low self-esteem	Encouraging conspiracy theories
Aspirations are unmet	Promoting "Us" v "Them" mentality
Anger or frustration	Blaming specific communities for grievances
Sense of injustice	Encouraging the use of hatred and violent actions to get justice
Confusion about life or the world	Encouraging ideas of supremacy

Risk Assessment Framework

Where there are thoughts that a child or young person is at risk it is essential to look at their behaviour and gather information to make a full assessment of risk and harm. To support actions it may be useful to categorise the risk as low, medium or high. A child or young person can move very quickly between the risk categories. Any escalation of risk needs to be dealt with immediately and recorded in the correct system for your setting.

Low Risk:

Low risk means there is no evidence to suggest the child or young person is vulnerable to radicalisation. Low risk behaviours, when seen alone would not necessarily need to be explored further.

Low risk behaviours include:

- holding strong opinions or values (non-violent or non-extremist)
- criticising government policies
- adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging
- being active on social media
- taking a keen interest in national and international affairs
- taking a stand and supporting causes, for example animal rights (non-violent)
- showing new interest in a political ideology or religion
- holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation)

At risk

A child, young person or adult learner at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation. If a child, young person or adult learner is showing at risk behaviour, you should explore this further to see if you need to make a Prevent referral.

At risk behaviour includes:

- being drawn to conspiracy theories
- beginning to isolate themselves from family and friends
- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet
- expressing concerns about being victimised, for example feeling under attack
- discriminating against other individuals or groups of people
- a sudden change in behaviour
- showing interest in extremists or extreme groups
- expressing views that divide us, for example talking about 'us' and 'them'

Medium risk

Medium risk means a child, young person or adult learner is at heightened risk of radicalisation. There may be several indicators of risk.

If the child, young person or adult learner is at risk of harm, you should make a Prevent referral immediately.

Medium risk behaviour includes:

- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest to travel to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- expressing persistent intolerance towards groups of people perceived as 'other' – this may be based on protected characteristics such as gender, religion or ethnicity, but not exclusively
- demonstrating a fixation with weaponry or explosives (this may include posing in concerning photographs or videos with weaponry), without an otherwise reasonable explanation
- being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

High risk

High risk means a child, young person or adult learner is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety.

If they're showing high risk, criminal behaviour, tell the police immediately.

High risk, criminal behaviour includes:

- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- having a 'kill list' or detailed plan to carry out mass violence
- producing or sharing terrorist material offline or online
- recruiting others to a proscribed terrorist group or organisation

Online training for Prevent awareness

- Prevent awareness eLearning - an introduction to the Prevent duty (Home Office)
- Prevent referrals eLearning - make a referral that is robust, informed and with good intention (Home Office)
- Channel awareness eLearning - understand the objectives of the Channel programme, the working process, roles and responsibilities (Home Office)
- Prevent for further education and training - aimed at different audiences including staff, governors and board members (Education and Training Foundation)

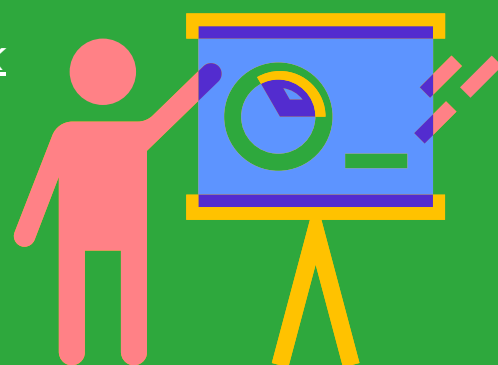
Additionally, Stoke-on-Trent City Council's Community Cohesion Team also offer online local Prevent and Channel Awareness training.

To find out more please contact:

- *Shahzad Tahir, LA Community Cohesion Manager on 07826 535641 / Shahzad.Tahir@stoke.gov.uk*
- *Iftikhar Ahmed, LA Community Cohesion Officer on 07826891844 / Iftikhar.Ahmed@stoke.gov.uk*

Department for Education's Regional Prevent Coordinator can provide virtual training and good practice events.

[Sheri Alamgir - Alamgir.SHERIYAR@education.gov.uk](mailto:Alamgir.SHERIYAR@education.gov.uk)



Useful Contacts:



If you are concerned that someone you know is at risk of getting involved in extremism or terrorism you can contact:

Staffordshire Police Prevent Team

01785 232054

prevent@staffordshire.police.uk

The Department for Education's West Midlands

Prevent Education Coordinator, Alamgir Sheriyar

07468714372

alamgir.sheriyar@education.gov.uk

A member of Stoke-on-Trent City Council Community Cohesion Team:

Shahzad Tahir, LA Community Cohesion Manager

07826 535641

Shahzad.Tahir@stoke.gov.uk

Iftikhar Ahmed, LA Community Cohesion Officer

07826891844

Iftikhar.Ahmed@stoke.gov.uk

**If a referral to Children's Social Care is required,
please contact:**

Staffordshire:

Staffordshire Children's Advice Service – 0300 111
8007

Monday – Thursday 8.30am – 5pm and Friday
8.30–4.30pm

Out of Hours – 0345 604 2886 / 07815 492613

Stoke:

CHAD – 01782 235 100

Monday – Thursday 8.30am – 5pm and Friday
8.30–4.30pm

Out of Hours – 01782 234 234

Further Reading:

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[The Prevent duty - GOV.UK \(www.gov.uk\)](http://www.gov.uk)



[Understanding and identifying radicalisation risk in your education setting - GOV.UK \(www.gov.uk\)](http://www.gov.uk)



[Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](http://www.gov.uk)



[Prevent duty self-assessment tool for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)



[Terrorism Act 2006 \(legislation.gov.uk\)](http://legislation.gov.uk)



[Counter-terrorism strategy \(CONTEST\) 2018 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)



[How to Help Young People Understand Terrorist Attacks - Educate Against Hate](#)

Individuals referred to and supported through the Prevent Programme, April 2021 to March 2022 - GOV.UK (www.gov.uk)

Teaching controversial issues (coe.int)

Prevent and controversial issues – Full guidance | Association for Citizenship Teaching

Holocaust Educational Trust - Latest News (het.org.uk)

UK action to combat Daesh - GOV.UK (www.gov.uk)

Factsheet: The UK's humanitarian aid response to the Syria crisis - GOV.UK (www.gov.uk)

Migration statistics - House of Commons Library (parliament.uk)

Proscribed terrorist groups or organisations - GOV.UK (www.gov.uk)

VERSION CONTROL

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Date	Changes	Made by
June 2023	Pack First published	Ellie Chesterton Natalie McGrath
April 2024	Changes made to Extremism definition in line with Government's definition Removal of Sarah Dyer's contact details Additional of Sheri Alamgir contact details	Natalie McGrath



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SCVYS
STAFFORDSHIRE COUNCIL OF VOLUNTARY YOUTH SERVICES

Ellie Chesterton
PSHE Coordinator
Stoke on Trent
echesterton@horizonoat.co.uk

Natalie McGrath
PSHE Coordinator
Staffordshire
natalie@staffscvys.org.uk

With thanks to our Partner:



City of
Stoke-on-Trent