

September 2014

## Extremist views

Seaton Delaval First School is vigilant about extremism, racist and discriminatory views expressed within the wider community [including social networking communities] and we have a duty to act upon messages that could be linked to extremist and radical perspectives as part of our duty to keep all our children safe in education. If we have any concerns we will contact the Prevent Team, Community Engagement Officer or our local Police Officer to report and discuss the concern.

As part of our broad and balanced curriculum, we will teach, discuss, apply and reinforce through discreet lessons, cross curriculum topics, focus weeks, guest speakers to school and visitors from within our community.

### Key Stage 1 -

Pupils should have the opportunity to learn:

How to contribute to the life of the classroom;

To help construct, and agree to follow, group and class rules and to understand how these rules help them;

That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed);

That they belong to various groups and communities such as family and school;

What improves and harms their local, natural and built environments and about some of the ways people look after them;

That money comes from different sources and can be used for different purposes, including the concepts of spending and saving;

About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.

### Key Stage 2 -

Building on Key Stage 1, pupils should have the opportunity to learn:

To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people;

Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;

To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child;

That these universal rights are there to protect everyone and have primacy both over national law and family and community practices;

To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation;

To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities;

That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment;

To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices;

What being part of a community means, and about the varied institutions that support communities locally and nationally;

To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing;

To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;

To think about the lives of people living in other places, and people with different values and customs;

About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer;

To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).

That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;

About enterprise and the skills that make someone 'enterprising';

To explore and critique how the media present information.

[Refer to PSHE Association document Theme 3]