

Welcome!

Welcome to the twelfth newsletter of the SEAL Community. Fiction is great for SEAL lessons and assemblies, so in this newsletter we have a bumper collection of books and linked activities to support the SEAL themes. Plus we've guidance on how SEAL supports the teaching of British Values and the Prevent duty that you can slot into your school policy, and the usual round up of news, resources and interesting research.

If you missed our earlier newsletters, you'll find them in the Newsletter archive on the SEAL Community members' pages. The theme of the first (Keeping SEAL alive and growing) may be of interest if you have been using SEAL resources for some years and are looking to refresh your approach. The second focuses on diversity. The third is all about Ofsted/Estyn, the fourth is about SEAL and academic learning, the fifth focuses on SEAL and early years, the sixth on SEAL in secondary schools, the seventh on SEAL developments and the eighth on SEAL in practice. In the ninth is a case study from a brilliant primary school; the tenth is about assessment and in the eleventh there are ideas for using film in SEAL work.

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News Update

Fourth parliamentary select committee calls for PSHE to be made statutory

No less than four parliamentary select committees of MPs have now called on the government to make PSHE a statutory subject on the curriculum - the Women and Equalities Committee, the Education Committee, the Home Affairs Committee and the Joint Committee on Human Rights. The parliamentarians join the Chief Medical Officer, the Children's Commissioner, the national police lead for child sexual exploitation, two royal societies, five leading unions, and six medical royal colleges in making the call. Statutory status is also backed by 100 leading organisations (including the NSPCC, the Association of Police and Crime Commissioners, the Association of Chairs of Local Safeguarding Children Boards, Stonewall, Girl Guiding and the Children's Society), not to mention 85% of business leaders, 88% of teachers, 92% of parents and 92% of young people. But still it doesn't happen...

A growing gender gap in happiness



The 2016 Children's Society's *Good Childhood* report has found a growing gap in happiness between girls and boys. Girls are less happy than they used to be, with 1 in 7(14%) 10 to 15 year old girls unhappy with their lives as a whole – up from 11% over a five year period.

By contrast, the proportion of boys of the same age who are unhappy with their lives as a whole has remained stable at 11%.

The report combines measures of subjective well-being with a new measure of psychological well-being to assess the extent to which children are 'flourishing' in England today. Although more than 8 out of 10 children (82%) are 'flourishing', 10% are 'languishing' – having low scores for both subjective well-being and psychological well-being.

In the period between 2009 and 2014 there has been:

- A decrease in happiness with life as a whole for girls
- A decrease in happiness with appearance for girls
- A decrease in happiness with friends for both boys and girls
- An increase in happiness with schoolwork for both boys and girls
- An increase in happiness with school for boys
- No significant change in happiness with family

Read more at <http://www.childrenssociety.org.uk/what-we-do/resources-and-publications/the-good-childhood-report-2016>

Children's Mental Health Week 2017

The next Children's Mental Health Week will take place from the 6th – 12th February 2017. We'll keep you updated on the theme and where to find resources for schools.

Big drop in amount of time given to PSHE in secondary schools

DfE data from the 2016 School Workforce in England release, published in August, shows that since 2011 the total amount of time secondary schools devoted to personal, social and health education (PSHE) has fallen by 32 per cent. In 2011, secondary schools around the country delivered a total of 91,800 hours of PSHE lessons. By 2015, this had fallen to 65,200 hours. Primary data is not reported.

2016 DfE Character Awards announced

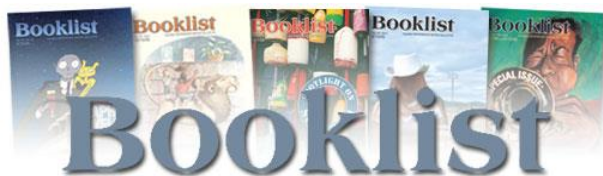


In July Children and Families Minister Edward Timpson announced the 2016 DfE Character Award winners for schools and organisations that support children and young people to develop traits like confidence, perseverance and resilience - traits, the DfE say, 'that support academic attainment, are valued by employers and enable young people to make a positive contribution to British society'. Read about

the winners at <https://www.gov.uk/government/news/schools-and-organisations-recognised-for-instilling-character>

Resource round-up

A bumper booklist with teaching ideas for SEAL primary themes



Sharing and discussing picture books can be a great way of developing social and emotional skills, at any age. A Cambridge University study by Maria Nikolajeva, professor of education, found that “reading fiction provides an excellent training for young

people in developing and practising empathy and theory of mind, that is, understanding of how other people feel and think”.

Neuroscience backs this up. Researchers at Emory University in Atlanta, US, say that fiction tricks our brains into thinking we are part of the story. The empathy we feel for characters wires our brains to have the same sensitivity towards real people. Narratives can even generate empathy for a race or culture that is dissimilar to one's own. Carnegie Mellon University studies discovered that when you get lost in a book your brain lives through the characters at a neurological level. More recently, a study by Professor Keith Oatley and colleagues at the University of Toronto used the "Mind of the Eyes Test", in which participants view 36 photographs of people's eyes and for each choose among four terms to indicate what the person is thinking or feeling. The researchers found that reading narrative fiction gave rise to significantly higher scores than reading non-fiction books.

Traditional tales are one type of story we can use in SEAL; they are excellent for perspective taking. Take Goldilocks and the Three Bears, for example, where you can ask: “Was Goldilocks really just a



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burglar or was she homeless or hungry?” This could be followed with diary writing or telephone interviews where Goldilocks explains herself to the bears.

As well as perspective-taking and empathy, story-based questioning and discussion works well to build a language for emotions, generating new words that can be shared on a feelings wall. The characters’ feelings can be plotted on an axis of emotion (<http://sealcommunity.org/member-resource/axis-emotion>).

Hotseating fictional characters is effective when exploring topics like bullying or prejudice; get children in a hotseat for an interview where they really have to be the person who bullies, or is bullied. Getting into character like this makes things much more real – so when you move on to writing, children’s descriptions will be more lively and nuanced.

Best of all for using fiction is class discussion using ideas from Philosophy for Children (www.sapere.org.uk). A story is followed by an open question, like ‘What does this story make you wonder about?’ Children talk in pairs and come up with topics they would like to discuss as a class. Then the class votes to choose the topic from all the ideas.

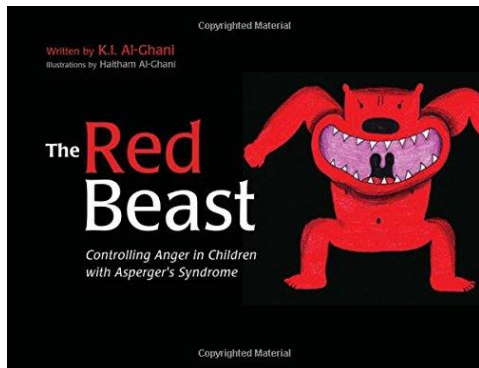
You can also use discussion questions from www.teachingchildrenphilosophy.org. We have used ideas from this site, along with ideas from the book-based values programme created by Floreat Education, to put together a bumper list of books and teaching ideas related to the primary SEAL Themes – adding to and building on the booklist that was part of the original SEAL national materials.

We’ve also uploaded two excellent booklists from CLPE, one of books about identity, belonging, conflict and the experience of refugees and migrants (grouped by key stage and covering Foundation to KS3, at <http://sealcommunity.org/member-resource/identity-conflict-belonging-and-refugees-booklist>), and one about kindness for Foundation and primary (<http://sealcommunity.org/member-resource/celebrate-kindness-booklist>).

And just for Foundation Stage and KS1 we have a fabulous compendium of teaching and learning ideas based around the Dr Seuss rhyming book *My Many Coloured Days*, in which each day is described in terms of a particular color, which in turn is associated with specific emotions. Find it at <http://sealcommunity.org/member-resource/my-many-coloured-days-dr-seuss-book-teaching-ideas-foundation-stage-and-ks1>. Plus a compendium based on the lovely book *On Monday When It Rained* by Cheryl Kachenmeister, at <http://sealcommunity.org/member-resource/monday-when-it-rained-teaching-ideas-compendium>.

Red Beast : controlling anger in children with Asperger syndrome by K.I. Al-Ghani

Deep inside everyone, a red beast lies sleeping. When it is asleep, the red beast is quite small, but



when it wakes up, it begins to grow and grow. This is the story of a red beast that was awakened. Rufus is in the school playground when his friend John kicks a ball that hit him in the stomach, and wakes up the sleeping red beast: I hate you - I'm gonna get you!'. The red beast doesn't hear the teacher asking if he's okay. It doesn't see that John is sorry - how can Rufus tame the red beast? This vibrant storybook is written for children aged 5+, and is an accessible, fun way to talk about anger, with useful tips about how to 'tame the red beast' and guidance for parents on how anger affects children with

Asperger's Syndrome.

We saw the ideas from the book in use at a class in a special school for children with communication difficulties, where the teacher had made a laminated card for one child's desk, showing stages in anger from calm to furious, and a daily red beast record card.

She had also given the child these Red Beast cards to communicate his feelings.



Red Beast is not just for children on the autistic spectrum – it works for all children, and comes with great teaching notes.

There's also, from the same author, *The Panicosaurus: Managing Anxiety in Children Including Those with Asperger Syndrome*, which teaches children who experience anxiety about Panicosaurus and Smartosaurus and how to help Smartosaurus banish Panicosaurus when he appears at times of stress by using a range of calming techniques. Plus *The Disappointment Dragon: Learning to cope with disappointment* which helps children talk about and manage this important feeling.

Resources for Inside Out

In the last newsletter we featured teaching suggestions for using the film *Inside Out*. Ruth Frost, SEAL coordinator at West Monmouth Secondary School, uses the ideas with some fabulous resources from the internet - some from the lovely ELSA Support website (thank you, ELSA Support!) and some created by Jill Kuzma. There are feelings fans, an emotional thermometer, posters and visuals for assessing the strength of feelings, all illustrated with the Pixar characters. Find all the Inside Out resources at <http://sealcommunity.org/member-resource/inside-out>



Start Empathy Toolkit



Like this picture? We did! We came across a resource from the US organisation Ashoka, whose goal is to promote increased empathy in children and adults. The resource is a set of Tool Cards: tips, lesson plans and examples, and insights that can help inform everything from how you design your classroom to your daily interactions with students and colleagues. Some exercises can be done in as little as two minutes, while

others can take the form of months-long class projects, applied to a range of subjects. Others simply offer a strategy you can adapt to your existing lesson plans. Some you may be familiar with, and others may be new. Find the Toolkit at <http://sealcommunity.org/member-resource/start-empathy-toolkit>

Floreat Character Programme



Floreat Education has launched a new Character Programme. The programme, funded by the Department for Education, supports both the 'taught' and 'caught' approaches to developing pupils' character in school and is separated into three key areas: culture and training materials, a Virtue Literacy programme, and Service Learning. The Virtue Literacy programme uses children's books as a basis for lessons for Reception Year 1 and Year 2. Find the programme at <http://www.floreatprogramme.org.uk/>

Teaching Character Through the Primary Curriculum

Teaching character through the primary curriculum is a programme of study developed for Year 6 pupils (10-11 year olds) to aid in their transition to secondary school. Taking the approach of teaching character through eight different curriculum subjects, each subject focuses on one primary, and several secondary character 'virtues'. The materials include Teacher's Notes, Narratives, Resources for Pupils and Power Point slides for each subject, as well as a Virtue Toolkit for each primary virtue explored. All the resources are available to download for free from the Jubilee Centre at <http://jubileecentre.ac.uk/432/character-education>

Massive new resource compendiums

For the SEAL Community website we have uploaded lots of new resources for the primary Getting on and Falling Out theme and the secondary Learning to be together theme. They cover friendship, falling out and forgiveness, anger, empathy, working together in groups and dealing with discrimination. Go to www.sealcommunity.org/member-resource/massive-2016-getting-and-falling-out-primary-resource-compedium. For the secondary resources go to <http://sealcommunity.org/member-resource/working-together-empathy-and-friendship-2016-secondary-resource-compedium> and <http://sealcommunity.org/member-resource/want-get-children-talking-about-empathy>

Interesting new research

Disadvantaged children have fewer opportunities to talk about feelings

Gibb, J. et al (2016) *Poverty and children's personal and social relationships*
Secondary analysis of Millennium Cohort Study data. Joseph Rowntree Foundation

New research by the National Children's Bureau and the Centre for Longitudinal Studies for the Joseph Rowntree Foundation shows that experiencing poverty affects how well children are able to form close, communicative relationships with their friends and family. Children who live in persistent poverty are just as likely as other children to say they are happy with their families, but are less likely to talk to someone at home about their worries (67% of those with persistent experience of poverty said that they would do so, compared with 74% of those never in poverty), and less likely to talk to their mothers about things they cared about (58% of children in persistent poverty talked to them about such things (almost) every day, compared to 67% of never poor children). Disadvantaged children spent more time with friends outside school than better-off children; half of children (50%) in persistent poverty say they see their friends outside school most days, compared with a third (35%) of children who had never been in poverty. Nevertheless they were less likely to talk to their friends about their worries (34% of those in persistent poverty, compared to 43% of those never poor).



Read more at <http://www.ncb.org.uk/news/growing-up-in-poverty-detrimental-to-children%E2%80%99s-friendships-and-family-life>

Mental health: just giving out booklets won't work....

Sharpe, H., et al (2016) Use, acceptability and impact of booklets designed to support mental health self-management and help seeking in schools: results of a large randomised controlled trial in England. *European Child and Adolescent Psychiatry*

The aim of the study was to assess the (a) use, (b) acceptability and (c) impact of mental health information booklets for students in primary (10–11 years) and secondary school (12–13 years) alone and in conjunction with funding for targeted mental health support. 846 schools in England were randomly allocated to receive/not receive: (1) booklets for students containing information on mental health self-management and help seeking, and (2) funding for mental health support as part of a national mental health initiative. 14,690 students (8139 primary, 6551 secondary) provided self-report on mental health, quality of life (baseline and 1 year follow-up) and help seeking (follow-up). Approximately, 40 % primary school students and 20 % secondary school students reported seeing the booklets. Of these, 87 % of primary school students reported that the booklet was 'very helpful' or 'quite helpful', compared with 73 % in secondary school. There was, however, no detectable impact of booklets on mental health, quality of life or help seeking, either alone or in conjunction with additional funding through the national mental health initiative. Lack of discernible impact of booklets underscores the need for caution in adopting such an approach. However, it is feasible that the impact was obscured by low uptake or that booklets may be more effective when used in a targeted way.

Can RE teach morality - or do we need PSHE?

Han, Hyemin (2016) Neuroscientific and social psychological investigation on psychological effects of stories of moral exemplars <https://purl.stanford.edu/js059jv6161>

This article reports on previous social psychological studies demonstrating that 'the mere presentation of moral stories, particularly those of extreme moral exemplars, may provoke negative emotional responses and weaken motivation to emulate the presented moral behaviour'. The author wanted to test out whether stories about peer exemplars might better promote moral motivation among middle schoolers than those of 'extraordinary' exemplars (such as stories about saints). The result of an eight-week intervention session showed that students who had discussed the moral virtue of peer exemplars were significantly more likely to engage in voluntary service activity after the end of the session compared to those who were presented with extraordinary exemplars. These results suggest that moral motivation 'might be effectively fostered by the utilization of attainable and relevant moral stories, such as stories of peer moral exemplars, instead of extraordinary moral stories'.

How to praise

Bryan, C. et al. (2014), "Helping" Versus "Being a Helper": Invoking the Self to Increase Helping in Young Children. *Child Development*, 85: 1836–1842.

In this study researchers found that three- to six-year-old kids who were praised for helping others were less likely to act more generously in the future than kids who were praised for being a helpful person. The researchers conclude that we need to help children develop a moral identity, not just

praise them for good deeds. They must see themselves as people who care and value others' thoughts and feelings.

Teacher-child relationships really matter long term

Obsuth, I. et al (2016) A Non-bipartite Propensity Score Analysis of the Effects of Teacher–Student Relationships on Adolescent Problem and Prosocial Behaviour. *Journal of Youth Adolescence* July 2016

This research showed that having a positive relationship with a teacher around the age of 10-11



years old can markedly influence the development of behaviour such as cooperation and altruism, as well as significantly reduce aggression and belligerence.

Researchers found that students with a more positive relationship with their teacher displayed 18 per cent more 'prosocial' behaviour with their classmates and 38 per cent less aggressive behaviour compared to those who felt ambivalent or negative toward their teacher.

Positivity toward their teacher also resulted in students displaying an average of 56 percent less 'oppositional defiant' behaviour: such as argumentativeness and vindictiveness toward authority figures. This was still reduced by 22 per cent up to three years later.

The research was conducted by members of the Violence Research Centre at Cambridge's Institute of Criminology, along with colleagues from ETH Zurich and the University of Toronto.

The latest study involved nearly 1500 students randomly sampled across 56 schools in Zurich; the sample represented families from around 80 different countries, from across all the continents.

In case you are wondering whether the research just means that teachers like well-behaved children better, that wasn't the explanation. The researchers say 'Previous research suggests a link between the quality of teacher–student relationships and the students' behavioural outcomes; however, the observational nature of past studies makes it difficult to attribute a causal role to the quality of these relationships. In the current study, therefore, we used a propensity score analysis approach to evaluate whether students who were matched on their propensity to experience a given level of relationship quality but differed on their actual relationship quality diverged on their concurrent and subsequent problem and prosocial behaviour.'

In plain English this means that the researchers were able to "score" the children on over 100 different characteristics or experiences that could potentially account for good or bad behaviour. They then matched students in pairs with similar scores in all respects except for how they felt about their teacher, and how the teacher felt about them, in order to find out what long-term difference this made to positive behaviour.

The impact of inclusion of children with social, emotional and behavioural difficulties – it takes experienced, trained teachers to make it work

Gottfried, M. et al (2016) Does the presence of a classmate with emotional/behavioral disabilities link to other students' absences in kindergarten? *Early Childhood Research Quarterly*, Volume 36

Numerous studies show the academic and social benefits for children with emotional and behavioural difficulties of including them in classes with children who do not have these issues. Few studies, however, examine the effects of this inclusion on their non-disabled classmates.

This study compared the engagement of non-disabled kindergartners (Year 1) who had peers with SEMH in their classrooms with those who didn't. Engagement was measured by absentee rates.

Subjects were the nationally representative sample of kindergartners used in the US Early Childhood Longitudinal Study 2010-2011. Results showed more annual absences in classes that included peers with SEMH than in classes that didn't. The incidences of chronic absence were also higher for students who had a classmate with SEMH. Patterns emerged for absent students: girls were more likely to be absent than boys, as were those learning English as an additional language and higher-income students. Patterns also emerged showing that students with classmates with SEMH were less likely to be absent when they had teachers with more experience, teachers certified in special education, or teachers who spent more time on discipline. They found that including children with other types of disabilities did not cause the same types of disruptions as including those with SEMH.

Sharing practice

Five minute film *Can You Teach Character?*

Secondary schools might like to look at this five-minute film titled [*Can You Teach Character?*](#) The film, made by award-winning producers The Moment, explains and illustrates how character is both 'caught' and 'taught' at the University of Birmingham School, a school dedicated to the development of character of its pupils. The film includes the voices of staff and pupils, and examples of teaching. It is available to view [here](#).

A model for Multi-Academy Trusts?



In the US, there is a network of schools (the EL Education network) which all use two parallel strategies to maximise students' achievement. The first strategy has to do with belonging and relationships; the second has to do with work and challenges.

On the relationship side, the most important institution at EL schools is Crew, an ongoing, multiyear discussion and advisory group for students. Each EL student belongs to a crew, which typically meets every day for half an hour or so to discuss matters important to the students, both academic and personal. In middle school and high school, the groups are relatively intimate—10 or 15 pupils—and students generally stay in the same crew for three years or longer, with the same teacher leading the group year after year. Many EL students will tell you that their crew meeting is the place where they most feel a sense of belonging at school; for some of them, it's the place where they most feel a sense of belonging, anywhere.

Crew is the centrepiece of EL's strategy for immersing students in an environment of supportive relationships. But just as significant an element of the EL formula is its pedagogical strategy. Classrooms at EL schools are by design much more engaging and interactive than classrooms in most other American public schools. They are full of student discussions and group activities large and small; teachers guide the conversation, but they spend considerably less time lecturing than most other public-school teachers do. EL students complete a lot of rigorous and demanding long-term projects, often going through extensive and repeated revisions based on critiques from teachers and



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peers. They frequently work on these projects in collaborative groups, and many projects conclude with students giving a presentation in front of the class, the school, or even a community group. In addition, students are responsible, whenever possible, for assessing themselves; two or three times a year, at report-card time, parents or other family members come to the school for meetings known as student-led conferences, in which students as young as 5 narrate for their parents and teachers their achievements and struggles over the past semester.

Teachers and administrators at EL schools talk quite a bit about character—their term for noncognitive skills. The central premise of EL schools is that character is built not through lectures or direct instruction from teachers but through the experience of persevering as students confront challenging academic work. This is the interesting part: while many schools do try to directly address the impact that a stress-filled childhood might have on disadvantaged students, the first—and often the only—approach they employ has to do with their students' emotional health, with relationships and belonging. And while those students certainly need the sense of connection that comes from feeling embedded within a web of deep and close relationships at school, the crucial insight of EL Education is that belonging isn't enough on its own. For a student to truly feel motivated by and about school, he also has to perceive that he is doing work that is challenging, rigorous, and meaningful.

All this is rooted in research showing that perseverance in the classroom is as important as academic ability, and that there seem to be four key beliefs that, when embraced by students, seem to contribute most significantly to their tendency to persevere. They are:

1. I belong in this academic community.
2. My ability and competence grow with my effort.
3. I can succeed at this.
4. This work has value for me.

EL schools have been shown in independent studies to have a significant positive effect on academic progress. A 2013 study by Mathematica Policy Research revealed that students at five urban EL middle schools advanced ahead of peers at comparison schools by an average of 10 months in maths and seven months in reading over the course of three years. The research also shows that an EL education has a greater positive impact on low-income students than it does on other students.

So.... it seems to us that the EL schools blend work on growth mindset with pedagogy that really engages students and shows them the value of what they are learning. Plus they attend to the social and emotional climate so students feel they belong. A model, maybe, for the Multi-Academy Trusts our English government want to see everywhere?

It's a piece of cake

We liked this idea from Denmark, where a programme that starts on the first day of school at six years old up and continues until graduation at age sixteen, is called "Klassen Time" or "the Class's Hour." "The Class's Hour" is set for a special time once a week, and it is a core part of the curriculum. The purpose is for all the students to come together in a comfortable setting to talk about any problems they may be having. Together, the class tries to find a solution. This could be an issue between two students or a group, or even something unrelated to school at all. If there are no problems to be discussed, then they simply come together to relax and hygge — or cozy around together.



This is where the "Klassen Time kage," or "the Class Hour cake," comes in. It's a simple cake that students take turns baking every week for the occasion. If they don't want to bake, they can bring in any kind of hyggelige (cozy) snack to enjoy together after the talk. The "Class Hour cake" is such an integral part of Danish culture that it even has its own recipe.

Just like our UK circle time, but with added cake!

Belly buddies



We liked this simple mindfulness idea for the Foundation Stage. Give every child a small stuffed animal toy to be their own 'belly buddy', and have them give it a name. For a few minutes each day have the children lie down on a rug, putting the toy on their tummy and watching it rise and fall as their lungs move, counting to three with every breath.

Practical tools

British Values and the Prevent Duty



Schools in England are required to actively promote fundamental British values to their pupils, both in lessons and in extracurricular activities. The values are defined as democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. Under the Prevent Duty, schools must also actively protect children from the dangers of extremism.

SEAL clearly has much to offer in this area of work. To help you demonstrate this to colleagues, we have uploaded a model British Values statement template showing how SEAL contributes to each of the four values. There are primary and secondary versions, both in WORD so that you can easily adapt them for your context. Find them at <http://sealcommunity.org/member-resource/british-values-teaching-resources-compendium>, along with a compendium of teaching resources: Being British secondary lesson plans, lessons on challenging stereotypes, valuing diversity and respecting differences, and booklists of fiction to use as a basis for discussion.

Check out, too, a new organisation offering practical advice to help parents, teachers and school leaders protect children from the dangers of extremism. Called Educate Against Hate, it has lesson plans, schemes of work, videos and activities linked to the themes of different backgrounds, interfaith dialogue and understanding, and cultural diversity and core values. Find the resources at <http://educateagainsthate.com/>

For the Prevent Duty, we have a series of four lesson plans for key stage 4 with a specific focus on addressing extremism and radicalisation of all kinds, produced by The PSHE Association for Medway Public Health Directorate and now freely available to all schools nationally. Schools can use the lessons to build pupils' resilience to extremism and radicalisation by supporting inclusion and a sense of belonging in the community and by providing a safe environment for debating emotive issues. They help develop knowledge and understanding of the factors that lead to extremism, and skills such as critically evaluating the media and the messages of charismatic speakers and groups, as well as developing attributes such as resilience, empathy and respect for others. Download the resources at <https://www.pshe-association.org.uk/curriculum-and-resources/resources/addressing-extremism-and-radicalisation-lesson>

Looking further afield, www.teachingtolerance.org is the website of a US organisation which has been pioneering anti-discrimination education for over 20 years. It has lots of ideas for classroom activities around diversity.

Another useful US site is Facing History and Ourselves (<https://www.facinghistory.org/educator-resources>) which uses crimes against humanity, such as slavery and genocide as a way to help students learn about hatred and bigotry so they can stop them from happening in the future. Its programmes are for 6-12 year olds.



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For KS2, the Children's Society's *My Life* resources have a useful unit on the value of differences, based on the story of Flouri, who has just moved to the UK from Africa and is finding it difficult to settle in. Children learn about the importance of cultural understanding and the value of difference. Find the resources at <https://www.mylife4schools.org.uk/teachers/citizenship>