

PREVENT EVIDENCE – to be read in conjunction with the Prevent 7 key points document

At Exhall Grange School we have a broad and balanced curriculum which is designed to allow effective embedding of Fundamental British Values throughout. Our curriculum also promotes and supports our pupils to know how to keep safe and develop positive and healthy relationships. Examples below illustrate where our curriculum explicitly supports and prevents our pupils from being exploited and radicalised.

MATHS, SCIENCE AND COMPUTING (STEM)

- Data handling
- GCSE Statistics – Misleading information/Misrepresentation/Prevent Stats e.g. discussions on knife crime etc.
- Genetics/Variation – discussions relating to differences, talk about sickle cell, anaemia affecting ethnic groups.
- Selective breeding/genetic engineering – discuss Eugenics, ethical issues.
- Hydrogen Gas – when talking about Hydrogen gas, discuss how it is sometimes linked to war/conflict/explosions. This may also apply when looking at nuclear radiation.
- Discuss animal testing/drug testing – this can bring up discussions about ethical opinions.
- Reliability of sources online. Trustworthy sources online, whether it's true or false? Liability of sources, motivations behind harmful content and used to persuade viewers.
- What to do if coming across something that isn't right?
- Year 9 and 10 cyber security, technical threats. How people impersonate others, e.g.: Friends and Family?
- Keeping Safe with online games
- Discussing the use of computers/online activity, having open conversations and encourage questions.
- Safety around social media – how that can influence.

ENGLISH, GEOGRAPHY AND ART

- Symbology/culture
- Freedom of expression
- British design
- Benefit to migration/Population/Conflict/Push-pull factors.
- Inequality – look at Afghanistan as a low-income country and the conflict.
- Globalisation
- Fairtrade – discussions about inequality.
- Measure Social and economic development, include issues relating to inequality.
- Discussions on books read e.g. war poems.
- Discussions on past acceptable phrases, which are no longer used.
- Use texts in English to promote acceptance, friendships, and different cultures.
- Promote tolerance and inclusion through library texts e.g. Famous authors of colour and poems from other cultures
- Collection of library books in "Community Section" include titles such as "Stand up to racism" and understanding the wider world.
- EYFS – "All about me"- focus on pointing out differences.
- Introduction to Shakespeare - Year 7, Othello/Shylock – Social exclusion and prejudice
- Year 9 – Power and conflict poetry, writing is fighting module. Poetry anthologies – "A Monster Calls" manifestations of loneliness and anger. Of Mice and Men – learning differences/racism/sexism/floggings in 1930's
- Power and conflict anthology -Macbeth, influence of others and manipulation. Jekyll and Hyde confused mind. An Inspector Calls, social responsibility, control of others for monetary gain/ideology/sexual gain/fake news/real news – propaganda
- Media Studies – Andrew Tate, GTA Auto, Call of Duty, 1900's housewife – sexism "I Daniel Blake".
- System – Poverty
- Represent BAME – Inspirational figures.
- AQA Spoken Language – Articulate and deliver viewpoints.

PSHE, CITIZENSHIP, FORM AND ASSEMBLIES

- Adults we can trust in school/outside school.
- Being aware of what older siblings/cousins are doing.
- How pupils feel on games – if they see something they don't like?
- Online safety, COD players
- Explicit module in extremism and radicalisation
- Current events
- Fake news
- Anniversaries e.g. 911
- British Values – What it means to be British?
- School Values

PE, DT, FOOD TECH AND HOSPITALITY

- Choice of design work/awareness
- E-Safety/source validity
- Promoting British Values – design influences
- Freedom for researching and linking to their personality.
- Access to I.T/British Values
- Testing and trying multicultural foods and acceptance and tolerance of differences.
- British Values - food choices
- Multicultural – free choice of their cultural food
- Cultures from around the world and traditions
- Promote resilience in lessons from a physical point of view.
- Promote positive attitudes towards each other and be able to work with anyone.
- Encourage students to research positive models e.g. Marcus Rashford, Colin Kaepernick
- Diversity and inclusion
- Teach about inequality within sport, such as, lack of woman officials in professional sport and lack of BAME in management

MENTAL HEALTH & WELLBEING

- Informal conversations – life/current affairs/fake news
- Self-esteem/resilience work
- Sense of belonging to community/EGS
- Home/School conversations – holidays/weekends
- Emotional regulation - Zones of regulation
- Respective and alternative thinking – thought patterns/equality/acceptance.
- Autism awareness for staff and students - to be aware of vulnerabilities.
- Who to trust? Friends – What makes a good friend?
- Debates and healthy challenging of opinions
- Autism awareness for staff and students - to be aware of vulnerabilities.
- Who to trust? Friends – What makes a good friend?
- Debates and healthy challenging of opinions

RE AND HISTORY

- Give pupils' a broad spectrum of all religions, beliefs ceremonies, worship places.
- Extremism and cults – discussions and debates
- Understanding different religions and beliefs
- Islamophobia (911 attacks)
- Discrimination (Bradford Riots)
- MLK, N.M & TUTU (Soweto)
- Rwanda and Middle East
- Holocaust
- World War 1 & 2 topics- make aware of appropriate and inappropriate symbols, logos, idealisms, slave trade
- NAZI/Holocaust/Slavery/Islamic history
- General discrimination
- Propaganda

FAMILY AND SCHOOL SUPPORT

- Monitor ICT use and encourage open conversations.
- Monitor Smoothwall
- Monitor searches.
- Discussions on online safety
- Parent education – online habits/safety
- Create open dialogue/safe space.
- Trusting relationships with staff.
- Record/Keep logs, daily check ins.
- Trained Staff
- DSL/Wellbeing meetings – linked shared info.
- Transition from School
- Home Visits