

Name

Class

Tutor
Group

Year 10 – Personal Development

Wider World: Addressing discrimination and extremism



KEY VOCABULARY LIST

Ground Rules	Boundaries that a class sets at the start of a Personal Development lesson
Diversity	Appreciating the differences between people and treating people's values, beliefs, cultures and lifestyles with respect
Inclusion	When people feel that they are valued, respected, and included regardless of their background or identity
Discrimination	Unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, or sexual orientation
Community Cohesion	The strength of relationships and sense of solidarity amongst members of a community
Extremism	Having beliefs that most people think are unreasonable and unacceptable; vocal or active opposition to fundamental British values
Radicalisation	The action or process of making somebody more extreme or radical in their opinions on political, social or religious issues

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EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in green pen.
- Respond to any feedback your teacher gives you in green pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (E.g. Healthy eating, mental health, puberty and self examination)
- **Relationships** (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- **The Wider World** (E.g. The law, citizenship, anti-discrimination, finance and careers)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:

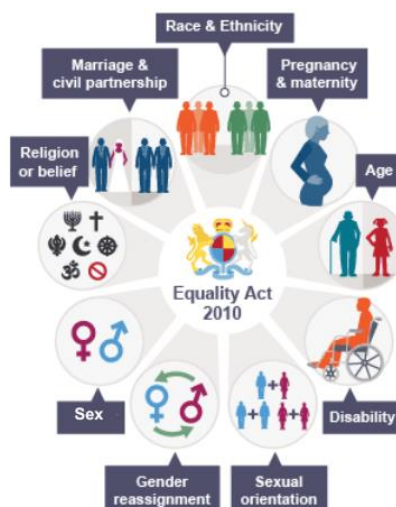


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Sex
8. Religion or belief
9. Marriage and civil partnership



Personal Development – Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every scholar will follow these in lessons so everyone feels comfortable.

Class Task: As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.



Ground Rules

1	
2	
3	
4	
5	

Learning Objectives

- To understand what is meant by 'Being British'
- To suggest ways we can embrace diversity in our communities



Silent and Solo

Do Now:

1. What are the 5 British Values?

--	--	--	--	--

2. How many adults sit on a jury?

--	--	--

3. Abusive partners are never affectionate – True or False?

--

4. What is grief?

--

5. What is a job description?

--

Task 1: What does being British mean to you? Annotate the image below with your ideas.



Being British



Silent & Solo



Watch me: Watch the short film on 'Being British'. In the space below, list what it says about being British.

Task 1: Write your list below:



Britishness

- 1 You will notice that 'Being British' can mean many different things to different people –
- 2 it's likely that your ideas are different to the person next to you. They are also likely to
- 3 be different to someone who lives in another city, town or village around the country.
- 4 There are, however, many things that unite us. These are our British values:



1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty



Valuing Diversity: Jo Cox

1 Jo Cox was passionate campaigner, activist and humanitarian; a
2 proud Yorkshire woman and internationalist; and a devoted
3 mum, daughter, sister, wife, friend and Member of Parliament
4 (MP).



5 She was driven by her belief that a fairer, kinder and more
6 tolerant world was possible. She fervently believed that even the greatest challenges
7 could be overcome. On 16th June 2016, on her way to a constituency surgery to meet
8 with local residents of Batley and Spen, Jo was murdered by a far-right extremist
9 because of her beliefs.

10 Jo lived by the words she expressed in her first speech in Parliament: **“We are far more
11 united and have far more in common than that which divides us”**

Task 2: Reflect on what Jo said and write down what you think about this statement.

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- 1 Despite our similarities, there are some people whose actions are totally against our
- 2 fundamental British values. In the most severe cases, lives have been lost as
- 3 demonstrated by the murder of Jo Cox. The day she was murdered, she met with
- 4 people of her constituency to talk about supporting them and ensuring their views were
- 5 heard in Parliament. People's actions can destroy our sense of community and mean
- 6 that people take sides, focusing on their differences rather than what unites them.

Task 3: What impact do you think Jo's murder had on her local community and the rest of the UK?





1 Since Jo Cox

2 Despite what happened to Jo Cox, there are still many different forms of extremism that
3 take pace in the UK. Recently, a couple from Oxfordshire were found guilty of belonging
4 to the **banned right wing extremist group**, National Action. National Action is a Neo-Nazi
5 group which spreads hate by promoting violence against non-white, Jewish and gay
6 people. It was banned in 2016 after its members posted a message celebrating the
7 murder of MP Jo Cox, at the hands of right wing extremists.



Terrorism: A violent attack or threat intended to draw attention to a specific cause.

8 What damage does extremism do?

9 Not everyone with extremist views will resort to violence or terrorism, but extremism
10 can be damaging to society in many other ways.

- 11 • It encourages hate between different groups
- 12 • It can make people feel like they don't belong, dividing communities
- 13 • It can make people afraid of the community that they live in

14 Only a small minority of people are extremists, but it can cause a big impact.

Task 3: Read each statement and explain the community might respond to promote **unity**

I do	The local council approves the opening of a new place of worship for a faith group who are a minority group in the local community.	<hr/> <hr/> <hr/> <hr/>
We do	A school student posts a comment about immigration and a classmate responds saying they are a racist. The student faces daily bullying having been labelled a racist.	<hr/> <hr/> <hr/> <hr/>
You do	The person arrested for an attack on an old resident is a recent migrant from an ethnic minority background.	<hr/> <hr/> <hr/> <hr/>
You do	Pictures of people enjoying a multi-faith celebration day appear in the local free newspaper	<hr/> <hr/> <hr/> <hr/>
You do	A group of young people throw stones at a woman wearing cultural/religious dress	<hr/> <hr/> <hr/> <hr/>

Task 3: Read each statement and explain how this might affect a community

You do	A new youth club opens where people from different backgrounds can mix	<hr/> <hr/> <hr/> <hr/>
You do	A local campaigner speaks out against violence in their community which is often racially motivated	<hr/> <hr/> <hr/> <hr/>

Reflection: How might we all promote tolerance within our own community?



Learning Objectives

- To understand the term **hate crime**
- To suggest ways in which we can all challenge the increase in hate crime



Silent and Solo

Do Now:

1. What is diversity?

2. What are skills?

3. What are qualities?

4. Two examples of mental ill health

5. What is resilience?



Turn and Talk: “Everyone has the right to free speech – people should be able to express their thoughts and beliefs even if others are upset by them.” Do you agree?

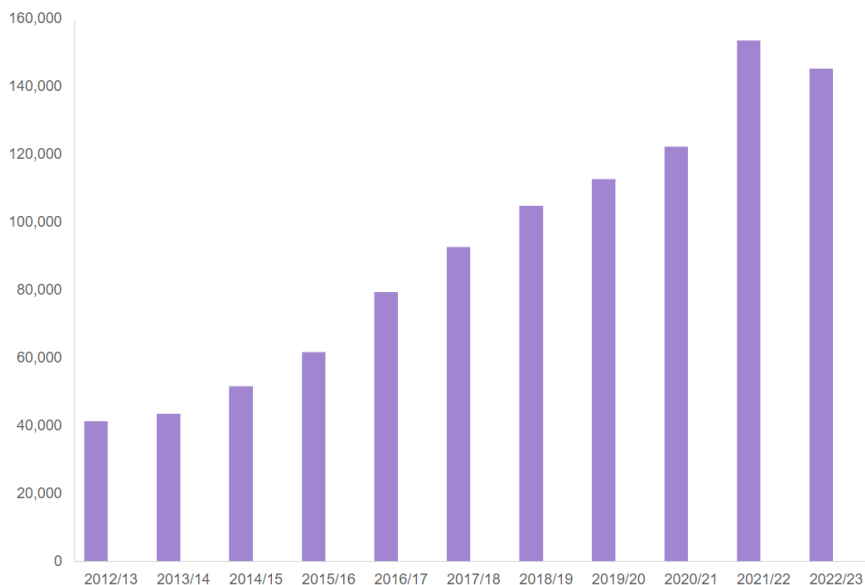
Stop and Jot:





Hate Crime

1 Hate speech is *'any kind of communication that attacks or uses pejorative or*
2 *discriminatory language with reference to a person or group on the basis of who*
3 *they are, in other words, based on their religion, ethnicity, nationality, race, gender*
4 *or other identity factor'* (adapted from the UN Strategy and Plan of Action on Hate
5 Speech). These aspects of a person's identity are examples of **protected**
6 **characteristics**. It is illegal to discriminate against someone based on one of these
7 characteristics under the **Equality Act 2010**, so hate speech can be illegal under this
8 and other laws. Hate crimes can include: threatening behaviour, assault, robbery,
9 damage to property, inciting others to commit hate crimes and harassment. A
10 victim of hate crime does not actually have to be a member of a particular group,
11 for example, they may be targeted as they are wrongly assumed to be gay. Such an
12 incident would be recorded statistically as a hate crime. Hate crime often spikes
13 around national or international events.



Hate Crime Statistics: Home Office - November 2023



Hate Crimes in the UK

- 1 The majority of hate crimes in the UK are racially motivated, accounting for around
- 2 two thirds of such offences (70%; 101,906 offences) in 2023. Transgender identity
- 3 crime rose by 11% in 2022/23. Transgender issues have been heavily discussed by
- 4 politicians, the media and on social media over the last year, which the Home
- 5 Office believe might had led to an increase in offences, or more awareness in the
- 6 police about the identification and recording of these crimes. For the first year
- 7 since recording hate crime, there were a drop in reports but many hate crimes,
- 8 particularly those online, go unreported.



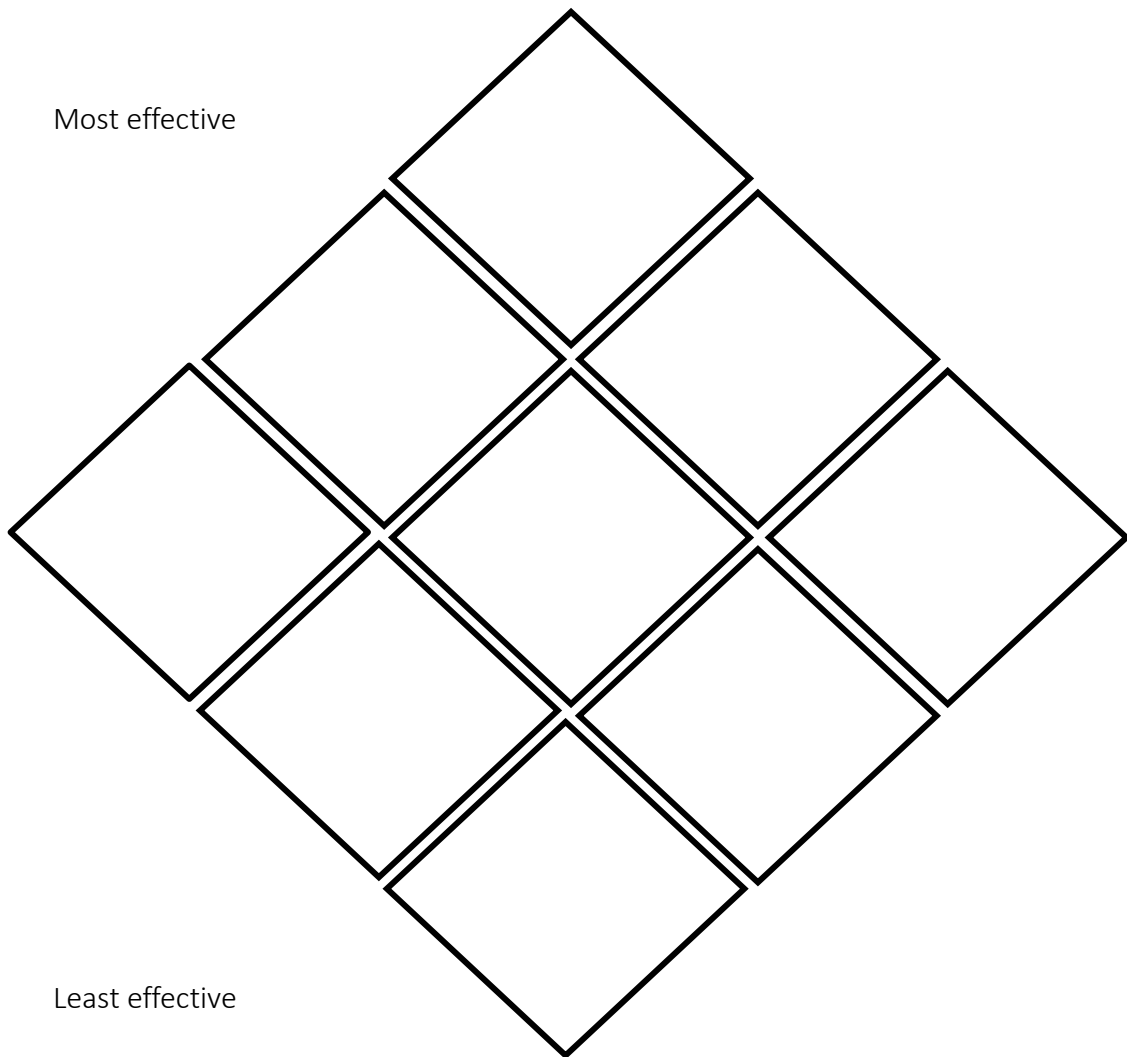
Watch me: Watch the short film on 'Stopping Hate Speech?'

Task 3: a. Which hate crimes are mentioned during this film:

b. What does he say is key to stopping hate speech and future crimes?

c. Do you agree? Explain your answer

Task 4: Order the statements into a diamond 9 to represent what you think is the most effective way to prevent and challenge **online hate speech**. The statements at the top should be the most effective and the least effective at the bottom.



1. Tell the person their words could upset people	6. Think before posting or sharing
2. Try to be kind to the person posting negative comments	7. Avoid sharing content designed to provoke a reaction
3. Post something funny to both challenge the original post and diffuse any tension	8. Avoid reposting the content when expressing disapproval of it
4. Report it to someone who can take messages down or give other help	9. Avoid directly engaging in an online argument with a person who has shared negative content
5. Block people who post offensive content	

Learning Objectives

- To learn about how violent extremism differs from legitimate protest and dissent
- To learn ways to respond to worrying behaviour



Silent and Solo

Do Now:	
1. What is hate crime?	
2. What do the highest number of hate crimes relate to?	
3. What is revenge pornography?	
4. What act protects everyone from discrimination?	
5. Two responsibilities every driver has in the UK?	

Task 1: Answer the following questions using your own knowledge

What is extremism?	Does extremism always lead to violence?



What might make someone vulnerable to radicalisation (being influenced by extremist ideas)?	What could someone do if they were worried about extremist influences?



What is Extremism?

- 1 A set of beliefs or actions that are considered to be far outside the mainstream or
- 2 moderate views of a society. These views can be about a range of topics
- 3 including; democracy, the rule of law, individual liberty, mutual respect, and
- 4 tolerance of different faiths and beliefs.

5 What is Terrorism?

- 6 The unlawful use of violence and intimidation to bring about political or social
- 7 change.

8 What is Radicalisation?

- 9 The action or process of causing someone to adopt radical positions on political
- 10 or social issues



It is **legal** to hold extremist views as long as you don't incite religious/racial hatred, violence etc. But, it is **illegal** if you incite any form of violence towards any group or individual.



Watch me: Watch the short film on 'E is for Extremism'

Task 2: What examples of extremism are mentioned in the clip?
What does the clip say about why extremism and radicalisation happen?

Task 3: Read through the statements below and indicate whether they are true or false. Add any comments in the space provided.

Statement	True	False	Comments
1. Most people would agree with extremist views	<input type="checkbox"/>	<input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>
2. Extremism always leads to violence	<input type="checkbox"/>	<input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>
3. Extremism includes extreme action on a range of issues including environmental concerns	<input type="checkbox"/>	<input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>
4. Once someone joins an extremist group, they cannot leave	<input type="checkbox"/>	<input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>
5. Extremism is against the law	<input type="checkbox"/>	<input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>
6. Extremists try to recruit new people who are having a difficult time in their lives	<input type="checkbox"/>	<input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>



What is extremism and what is a legitimate protest?

- 1 A legitimate protest is allowed by law. It is both reasonable and
- 2 acceptable. Forms of legitimate protest include:
 - 3 . A planned march or demonstration with police permission
 - 4 . A strike organised through balloting (arranged vote of members)
 - 5 . A boycott (choosing not to use a service or product).



Task 4: Select 1 scenario from p22-23 and answer the questions below in **full sentences**.

Do the scenario describe legitimate forms of protest, illegal forms of protest, or forms of violent extremism?

What are the potential consequences for the characters?

What consequences might there be for others in the situation?

What should a friend do to help the young person and others in the community?

1. Amelia is angry about the lack of action on climate change. She has been involved in a range of protests and recently organised a sit-in at a local government office. She was removed from the premises by police officers and was given a police caution. The experience convinced her that more direct action was needed, so she has connected with some people who are intending to forcibly prevent entry to the headquarters of a leading fossil fuel corporation.



2. Delmar was born overseas and moved to the UK when he was very young. He is popular at school, but he and his family have experienced racism before, which makes him feel frustrated. Recently, he's seen other people talking online about similar experiences they've had and sees that one of the groups has organised an opportunity to meet in person. Delmar decides to go along. At the meeting, the group start planning a series of protests to raise awareness of this issue. After the meeting, someone from the group gives Delmar a book written by a notorious activist, who is known for promoting violent methods to gain attention. The person suggests that the group should be following these methods instead, and they want Delmar to share this message. They tell him he has great leadership potential and has a promising future if he follows the book's instructions.





3. Jimmy's dad has been involved in the local branch of a political party that has a lot of members with far-right views. He has been attending protests with his dad but is not particularly comfortable with some of the comments he hears. He has been asked to hand out leaflets that he thinks are offensive and there has been talk of him joining in on 'something big' to show people 'who the town really belongs to'.

4. Jamil has seen a number of protests happening in London about the economy and likes the idea of vandalising government buildings as a way of venting his anger about economic and social inequalities. He has booked a ticket to London and has bought a range of supplies, including spray cans and a mask.



Task 5: Read through the actions on p25-6 and explain below whether they are realistic and would have a positive impact to reduce extremism in the country?

1	<hr/> <hr/> <hr/>
2	<hr/> <hr/> <hr/>
3	<hr/> <hr/> <hr/>
4	<hr/> <hr/> <hr/>

Reflection: What else can be done to stop people becoming involved in extremist actions, and help people to turn away from extremist views?

<hr/> <hr/> <hr/> <hr/>

Learning Objectives

- To reflect upon the point of law
- To reflect upon how law affects our everyday lives.



Silent and Solo

Do Now:

1. What is a special constable?

2. What qualities might a special constable need?

3. What responsibility goes with being able to drive?

4. What are 3 British Values?

5. What is the age of consent?



Hate Crime in the UK premier League

- 1 There are growing concerns in the UK about the significant increase in hate
- 2 crimes. The number of football banning orders issued by UK courts has risen
- 3 by **230 per cent**, while online hate allegations within the sport are up **53 per**
- 4 **cent**, say police; the number of criminal incidents at UK football matches has
- 5 dropped but arrests have still increased.

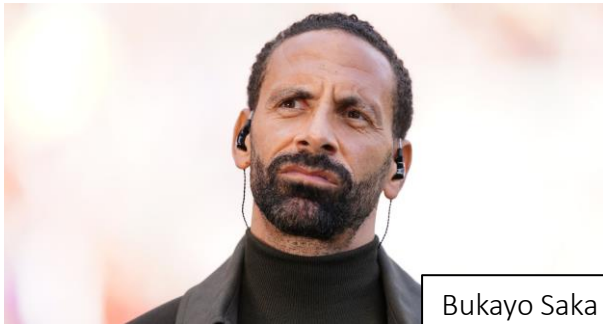
Why do you think there has been a significant increase in hate crime?

What effect does this sort of behaviour have on people who attend football games?



Hate Crime in football

1 There have been a series of high-profile incidents recently linked to racism in
2 football with hate speech directed at players from the crowd but also on social
3 media. High profile campaigns have been launched to try and challenge this
4 behaviour, as well as more serious punishments for those who are found to be
5 **perpetrators.**



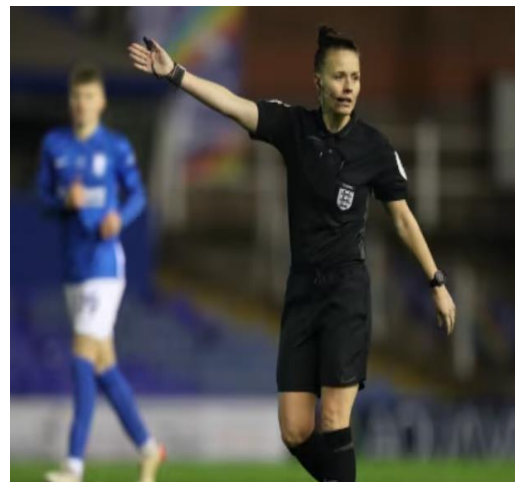
Bukayo Saka faced racist abuse after the player's missed penalty in the final of Euro 2020

10 Jamie Arnold was convicted of racially abusing Rio Ferdinand at a Premier League
11 match in 2021. He hurled racist remarks and hand gestures at the former England
12 defender whilst he was working as a commentator for BT Sport during the match
13 between Wolves and Manchester United on 23 May 2021. Arnold was sentenced
14 the 6 months in prison and given a seven year football banning order from all
15 matches in the UK and abroad. Ferdinand said *"As an ex-professional football
16 player who has played all over the world representing my club and country I have
17 unfortunately experienced racist comments and gestures whilst playing, however I
18 have learnt to deal with these and have always been supported. However working
19 on TV this is something I have never experienced as a pundit, to be inside a football
20 stadium which was live on TV broadcast around the world makes me sad and
21 angry that someone felt the need to do this to me, which is something I will never
22 ever forget."*



Turn and Talk: What is the impact of racist hate crime at football?

Stop and Jot:



- 1 Hate crime towards women in football
- 2 Unfortunately, racism is not the only hate crime that has been experienced in football
- 3 stadiums. There have been a number of reports of attacks on a variety of protected
- 4 characteristics such as sexual orientation, disability and gender. In November 2023, two
- 5 football fans were arrested during Birmingham's home match with Sheffield Wednesday
- 6 for alleged **misogynistic** chanting towards referee Rebecca Welch. Two 17-year-olds

- 1 being arrested for alleged chants towards Welch, who made history in January by
- 2 becoming the first woman to officiate a Championship match after she took charge
- 3 of Birmingham's clash with Preston.



Turn and Talk: Why do you think football fans behave in this way?

Stop and Jot:

Reflection: What more can be done to reduce hate crime in football?

ASSESSMENT

What are the 5 British Values?

1.

2.

3.

4.

5.

What is extremism?

6.

Give an example of what someone might hold extremist views about?

7.

8.

9.

10.

What is an act of terrorism?

11.

What damage can extremist views do?

12.

13.

14.

Define the term unity

15.

What is free speech?

16.

What is a hate crime?

17.

Name all 9 protected characteristics

18.

19.

20.

21.

22.

23.

24.

25.

26

Which act ensures no-one can discriminate against a protected characteristic?

27.

Given an example of a hate crime

28.

29.

30.

When does hate crime often spike?

31.

Does a victim of a hate crime have to be a member of a particular group?

32.

What are most hate crimes motivated by in the UK?

33.

Hate crimes against transgender identity have decreased in the UK. True or false?

34.

How can hate crimes be tackled?

35.

36.

37.

What is radicalisation?

38.

What might make someone vulnerable to radicalisation?			
39.			
40.			
41.			
Where might radicalisation take place?			
42.			
43.			
44.			
What might be a consequence of radicalisation?			
45.			
46.			
47.			
Give an example of a legitimate protest			
48.			
49.			
50.			
Total		%	

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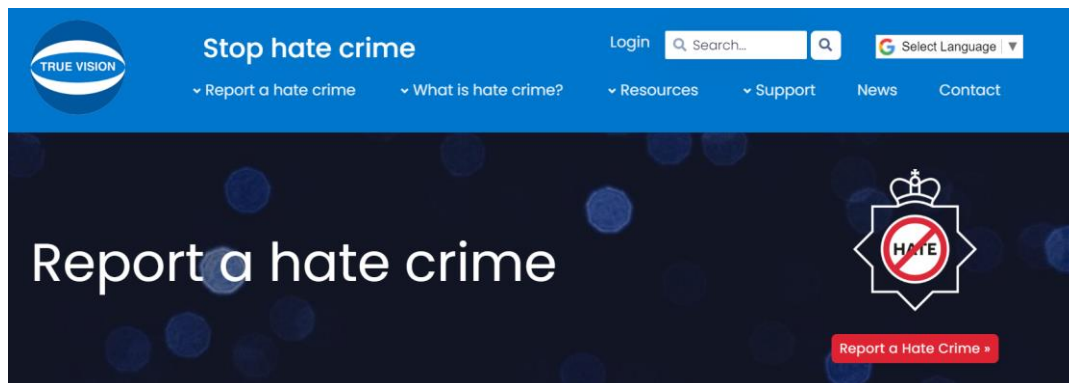
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Where can you find support if you are concerned about extremism?

Remember, if you are concerned or have questions, there is always someone you can speak to

- True Vision – they provide more information about hate speech and a place to report it www.report-it.org.uk/your_police_force



- Inappropriate content can also be reported at www.gov.uk/report-terrorism

! Call 999 or the police anti-terrorist hotline on 0800 789 321 to report an immediate threat to life or property.

Where can you find support?

Remember, if you are concerned or have questions, there is always someone you can speak to.

At Longsands Academy, we are a Telling School. If you are experiencing any issues or problems either in or out of school, you can speak to your tutor, head of year or other trusted member of staff or email: tellus@astrea-Longsands.org or itstopsnow@astrea-longsands.org

- For accurate, reliable health information, visit www.nhs.uk

- For support around mental health, visit Young Minds at www.youngminds.org.uk For help, text SHOUT to 85258 or call

- For advice on drugs, their effects and the law, visit talktofrank.com

- For advice on a range of issues from bullying, mental health, relationships and more contact Childline www.childline.org.uk 0800 1111

- If you are worried about online abuse or the way someone is communicating, you can contact CEOP: <https://www.ceop.police.uk/Safety-Centre/>

- If you want to report a crime anonymously you can contact Crimestoppers on 0800 555 111

- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency



childline

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CrimeStoppers.
0800 555 111
100% anonymous. Always.

