

PCSHE Booklet – Year 10

Topic 5 – Extremism and Radicalisation

Name: _____

Class: _____

Teacher: _____

Year 10 Curriculum Overview

Topic 1:	Topic 2:	Topic 3:	Topic 4:	Topic 5:	Topic 6:
Financial decision making	Mental health	Interactions	Exploring influence	Addressing extremism and radicalisation	Democracy, Electoral Systems and the Law
The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Mental health stigma, common types of mental ill-health, strategies to promote wellbeing.	Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and revenge pornography	The influence and impact of drugs, and the media, drugs and the law, sources of support.	Communities, belonging and challenging extremism	Parliamentary democracy, executive legislature, judiciary, free press, electoral systems, forms of government, human rights, international law, UK legal system and community action.

For further support...

- Safeguarding team – Mr Ogden, Mrs Jones, Mrs Loveridge.
- Pastoral Team – Mrs Hayward, Mrs Aston, Tutor
- Teacher
- Parents/Carers
- Friend

Outside Organisations

- True Vision — provides more information about hate speech and a place to report it. http://report-it.org.uk/reporting_internet_hate_crime
- Inappropriate content can also be reported at: <https://www.gov.uk/report-terrorism>
- www.actearly.uk - An informative website providing guidance and support for anyone who is concerned that someone they know may be at risk of radicalisation or extremism.
- Childline can provide further support (0800 1111). If students have concerns about someone's behaviour, they can contact Childline 0800 1111 or their local police station (by calling 101), who can refer the case to specialists or the correct authorities.

Knowledge Organiser

PCSH E – Year 10 Topic 5 – Addressing Extremism and Radicalisation

- KP11: Key Terms**
- Extremism:** Vocal or active opposition to commonly held values, particularly British values such as democracy and the rule of law.
 - Violent Extremism:** Acts of violence that are justified by, or associated with, an extreme religious, social or political ideology
 - Fundamentalism:** The strict following of (often religious) principles.
 - Echo Chamber:** A typically online platform where beliefs and views are repeatedly reinforced and amplified without challenge
 - Radicalisation:** A process by which a person comes to support terrorism and extremist ideologies
 - Terrorism:** The unlawful use of violence or threat of violence and intimidation to bring about political, religious or ideological change.
 - Propaganda:** Information, especially of a biased or misleading nature, used to promote a political point.
 - Keyboard Warrior:** A person who makes aggressive or abusive comments online (that they would not say in an offline setting)
 - Discrimination:** he unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.
 - Alienation:** The feeling that you have no connection with the people around you or that you are not part of a group
 - Hate Speech:** Hate speech is any form of expression through which speakers intend to vilify (*Show them in an evil way*), humiliate, or incite (*create*) hatred against a group of people based on race, religion, skin color sexual identity, gender identity, ethnicity, disability, or national origin.
 - Democracy:** A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.
 - Rule of Law:** The need for rules to make a happy, safe and secure environment to live and work.
 - Respect and Tolerance:** Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others.
 - Individual Liberty:** Protection of your rights and the right of others you work with.
 - Hate Crime:** This is when someone commits a crime against you because of your disability, gender identity, race, sexual orientation, religion, or any other perceived difference.
 - Genocide:** The deliberate and systematic extermination of an entire people.
 - Xenophobia:** the dislike of or prejudice against people from other countries.

KP12: Factors that can lead to radicalisation	
There are factors that can contribute to pushing or pulling people to extremism:	
<ul style="list-style-type: none"> Push factors are conditions of the person or in their own life situation that pushes them away from mainstream society and causes them to be more susceptible to radicalization Pull factors draw the individual towards the acceptance of violent extremism with positive incentives. 	
Push factors	Pull Factors
Push factors	Pull Factors
Alienation/'Don't fit in'.	Belonging/Community/Family
Political grievances/Sense of injustice that no-one is doing anything about.	Simple easy to understand answers, black and white thinking
Poverty/unemployment	Someone to blame
Pessimistic beliefs/Fear/Hopelessness	Sense of purpose/cause/hope
Anger and frustration	Adventure, fresh start
Low sense of self-worth	Be a hero/prospect of fame or glory
Marginalisation	Self-esteem/personal empowerment
Police harassment/racial/cultural profiling	Social network that 'understands'.
Loneliness/lack of housing	Concept of 'global' community
Poor knowledge or understanding of religion, politics etc.	Distortions and misinterpretations of religious and political teachings
Lack of leadership/poor relatability to individual problems and concerns	Appeal by charismatic leaders/preachers
Lack of effective social/community structures	Influence of online preachers/communities/forums/networks

Knowledge Organiser

PCSHE – Year 10 Topic 5 – Addressing Extremism and Radicalisation

<p>KPI 3: How can you tell if someone has become radicalised?</p> <ul style="list-style-type: none"> • They are... overly secretive about their online viewing. • Display... an 'us' and 'them' mentality. • Become... more argumentative with those who disagree with them. • Question... their faith or identity. • Download or promote... extremist content. • Become... socially isolated. • Alter... their appearance (e.g dress code). • Change... their daily routines, travel or aspirations. <p>KPI4: What is the Prevent Strategy?</p> <p>The prevent strategy is a strategy formed to tackle radicalisation.</p> <p>How does it work?</p> <ul style="list-style-type: none"> • Disrupts extremists—counter marches, peaceful protests • Spots the early signs of someone being radicalised (alienation, vulnerability). • Integration—promotes the mixing of social groups • Stops extremism in institutions (schools, colleges and other public sector job). 	<p>KPI5: Hate Crimes</p> <ul style="list-style-type: none"> • Freedom of speech: The right to voice an opinion without fear of restriction or punishment. In the UK, this right is limited by the law. E.g. you cannot use threatening or abusive language likely to cause distress or great offence. This includes racist or anti-religious hate speech. • Hate speech: Speech that attacks a person or group on the basis of their race, religion, ethnic or national origin, sexual orientation, disability, or gender. This includes images, videos, music, memes. • Hate crime: This is when someone commits a crime against you because of your disability, gender identity, race, sexual orientation, religion, or any other perceived difference. <p>What kinds of things count as hate crimes?</p> <ul style="list-style-type: none"> • Hate crimes are crimes which are committed out of prejudice towards any of the above characteristics of a person. Examples include assault; criminal damage; harassment; murder; sexual assault; hate mail; theft. • Hate incidents are acts which are not illegal, but which are still intended to intimidate the victim. Examples of hate incidents include spitting; verbal abuse; bullying and intimidation; hoax calls; offensive posters. <p>The Law:</p> <p>The law recognises five types of hate crime on the basis of:</p> <ul style="list-style-type: none"> • Race • Religion • Disability • Sexual orientation • Transgender identity <p>Any crime can be prosecuted as a hate crime if the offender has either: demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity OR been motivated by hostility based on race, religion, disability, sexual orientation or transgender identity</p> <p>The police and the CPS have agreed the following definition for identifying and flagging hate crimes: "Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity."</p> <p>How to tackle hate crimes:</p> <ul style="list-style-type: none"> • If you feel that you are the victim of a hate crime, you should report it to the police. This can be done over the phone or online. Similarly, if you have been the witness to a hate crime, you should report it as soon as possible. Use the emergency police number (999 in the UK) if you feel that the situation is urgent or life-threatening • If you think you know someone who has committed a hate crime, you should inform the police, giving them the evidence that you have. 	<p>For further support...</p> <ul style="list-style-type: none"> • Safeguarding team – Mr Ogden, Mrs Jones, Mrs Loveridge. • Pastoral Team – Mrs Hayward, Mrs Aston, Tutor • Teacher • Parents/Carers • Friend <p>Outside Organisations</p> <ul style="list-style-type: none"> • True Vision — provides more information about hate speech and a place to report it: http://report-it.org.uk/report-internet-hate-crime • Inappropriate content can also be reported at: https://www.gov.uk/reports-terrorisim • www.actearly.uk - An informative website providing guidance and support for anyone who is concerned that someone they know may be at risk of radicalisation or extremism. Childline can provide further support (0800 1111). If students have concerns about someone's behaviour, they can contact Childline 0800 1111 or their local police station (by calling 101), who can refer the case to specialists or the correct authorities.
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Lesson 1 Low Stake Quiz

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Sliding Scale – Lesson 1

What is Extremism?

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I can outline what extremism means.



I can recognise that there are different forms of extremism - violent and non-violent.



I can consider how extremist thought or ideas can lead to violent action.



Key words: democracy, fanatic, liberty, human rights, intolerance, protest, racism, rule of law.

Extremism is: The vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Extremism Scenarios

- 1. My dad wants me to get married to his close friend’s son. He says that he’s known the family for years and that we have similar interests. I don’t want to get married yet (I don’t think I’m ready for it), but also...I don’t really like the guy! But dad’s already started telling people, there will be a wedding next year!

- 2. Sam says he’s not going to vote this year – he doesn’t believe in democracy, “no-one’s really free to do anything anyway, so what’s the point?” He thinks, “Parliament should be destroyed and instead we should get someone that has principled religious values to run the country.”

- 3. Lucy believes all Muslims are terrorists, she doesn’t understand why people would follow such a ‘backward’ religion. She thinks, “Islam should be banned in this country.”

- 4. There’s a homosexual couple that have just moved onto our street. I don’t know what the world’s coming to? We shouldn’t allow such people in our neighbourhood. My children see them walking back home from work every day, sometimes with their arms inter-linked, how am I meant to explain such behaviour to them?

- 5. It’s so heart-breaking to see the way animals are treated in this country. There’s a local scientific research company that I’ve heard tests medicines on guinea pigs. It’s just wrong! How would they like it if we tested new medicines with unknown side effects on them? We need to take action! Remind them what it feels like to not have control over your life!

Task: Read at least two of the extremism scenarios with your partner. Answer the following questions with your partner:

Scenario 1:

1. Do you agree or disagree with the sentiment of the scenario? Why?

2. Do you agree with the action to be taken?

3. Do you think this could be viewed as extremism? Why?

4. Do you think that it is fair to impose your likes or dislikes on others?

5. What if someone didn't like something about you?

6. Are there alternative ways to get your voice heard or bring about change for a cause you think is important?

Scenario 2:

1. Do you agree or disagree with the sentiment of the scenario?
Why?

2. Do you agree with the action to be taken?

3. Do you think this could be viewed as extremism? Why?

4. Do you think that it is fair to impose your likes or dislikes on others?

5. What if someone didn't like something about you?

6. Are there alternative ways to get your voice heard or bring about change for a cause you think is important?

Extra Paper:

A series of horizontal lines for writing, consisting of 20 evenly spaced lines spanning the width of the page.

Task: Read the information in your booklet.

1. Which actions are realistic and would have a positive impact to reduce extremism in the community?
2. Create a list of things that could reduce the likelihood of people getting involved in extremist action or support people to turn away from extremism (e.g. a lack of understanding of faith could be reduced by RE lessons in schools that teach people to be tolerant and open-minded about different faiths, and more informed about their own religions' teachings)



Some of my friend's posts on social media made me cringe. Loads of people seemed to find it funny so I didn't tend to say anything. But I realised I could report anonymously which got some removed. I also started posting funny memes to show I didn't agree – they got loads of likes and they've stopped posting so many nasty comments.



We go to a youth group where this guy tried to get us involved in a protest. Something about it didn't feel quite right so we told our parents.



I am worried that my culture is disappearing and that the people in power aren't listening to these concerns. So I joined a political party that reflected my opinions and I regularly join my local branch to campaign on issues that are important to me.



In the past, I have had comments about my faith which have made me feel like I wasn't part of my local community. But I have also been inspired by the respect and interest shown by young people visiting our local Gurdwara.



I think people these days are far too worried about being politically correct! I make fun out of everyone – rich, poor, tall, short – so it's hardly discrimination if I make jokes about religion or disability is it?! But someone in my office told me they were upset by a joke I made. At first I thought they were being oversensitive but I guess it helped me see their point of view a bit. I stopped telling jokes about minority groups at work and the person came up to me the other day to say how much it meant that I'd listened to them. I think even my line manager has noticed which has got to be good for my promotion prospects, hasn't it?!

I remember reading about someone who'd been arrested for extremist activities. They'd started reading all these radical websites as they'd been bullied at school. They'd been angry about the way people seemed to behave and the sites had given them an easy answer – that certain people were to blame. I felt really saddened by their story. It inspired me to help people feel more included and talk to people if I thought they were having a bad time. I ended up feeling much more connected to people and I made some really cool friends because of my change in attitude.



Life at home was tough. We didn't have a lot of money so when I got this promise of a better life, it sounded like a quick way out of a pretty horrible situation. But there was something telling me that the great life they were trying to get me to sign up to wasn't the full truth. I spoke to some people I could trust who showed me what life was really like for people who'd joined. I'm so glad I talked to someone before I did something that wasn't really me.

Lesson 2 Low Stake Quiz

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Sliding Scale – Lesson 2

How are people drawn into extremist groups?

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Learning Objectives:

I can understand that extremists can come from a wide variety of backgrounds, get involved in different ways, and for differing reasons.

Not confident

Confident



I can explain the process of radicalisation and some of the push/pull factors which are involved.

Not confident

Confident



I am able to question, be critical and challenge extremist thinking and rhetoric.

Not confident

Confident

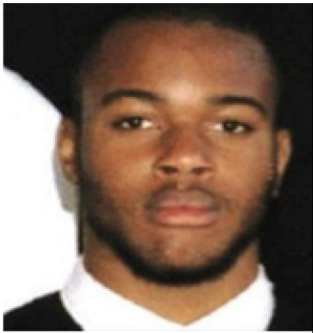


Key words: extremism, racialisation, push and pull factors, extremist rhetoric.

Task: Discuss, with the person next to you, which one of these:

- Is a mechanic?
- Worked for RSPCA?
- Worked in Customer Services?
- Is a carpet fitter?
- Has an engineering degree & a Masters?
- Is a terrorist?

1.



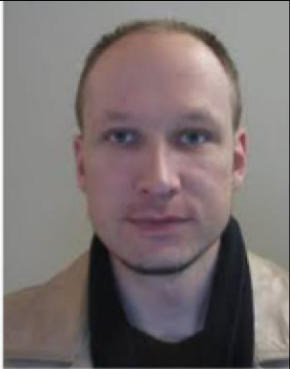
2.



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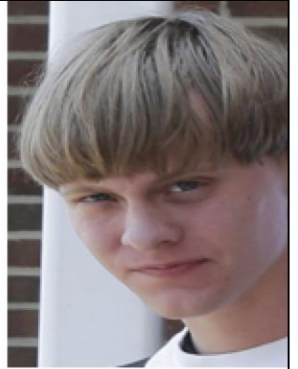
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5.

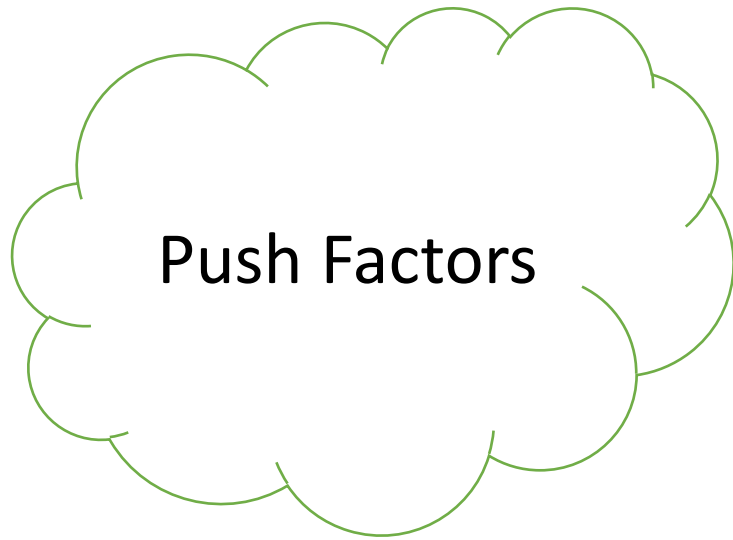


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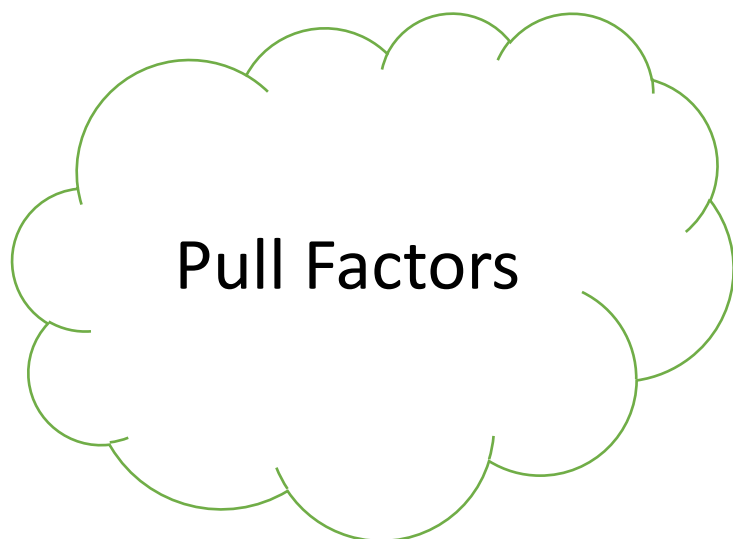


Terrorism is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing political, religious or ideological cause (Section 1 of the Terrorism Act 2000)

Task: Write down as many reasons (vulnerabilities) mentioned in the video as they can – these are often known as ‘push’ factors.



Task: Write some of the ‘pull’ factors radicalisers/groomers might use to entice people to extremist ideology.



Fatima's Story

Why did Fatima get involved in extremism?

Dan's Story

Why did Dan get involved in extremism?

What were the similarities and differences between these two stories?

Lesson 3 Low Stake Quiz

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Sliding Scale – Lesson 3

Extremism and Hate Crime

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Learning Objectives:

I can give examples of extremist behaviour.

Not confident

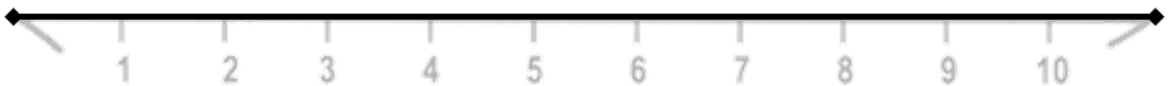
Confident



I can provide the definition of a hate crime and the protected characteristics.

Not confident

Confident



I can evaluate the difference between free speech and hate speech.

Not confident

Confident



Key words: Hate crime; free speech; hate speech; prejudice; discrimination: Xenophobia; Genocide

What is against the law?

Task: Watch the clip and write down a list of things which the police say are against the law.

Task: What do the following terms mean?

Freedom of speech:

Hate speech

Hate crime

Why and how does Hate Crime happen?

There are many reasons why hate crimes are committed. For each of the cases below,

1. write whether you think a 'hate crime' has been committed, yes, no or maybe and
2. colour code the category. Some might fall into more than one category. Then, write why you think each incident was a hate crime in the final column.

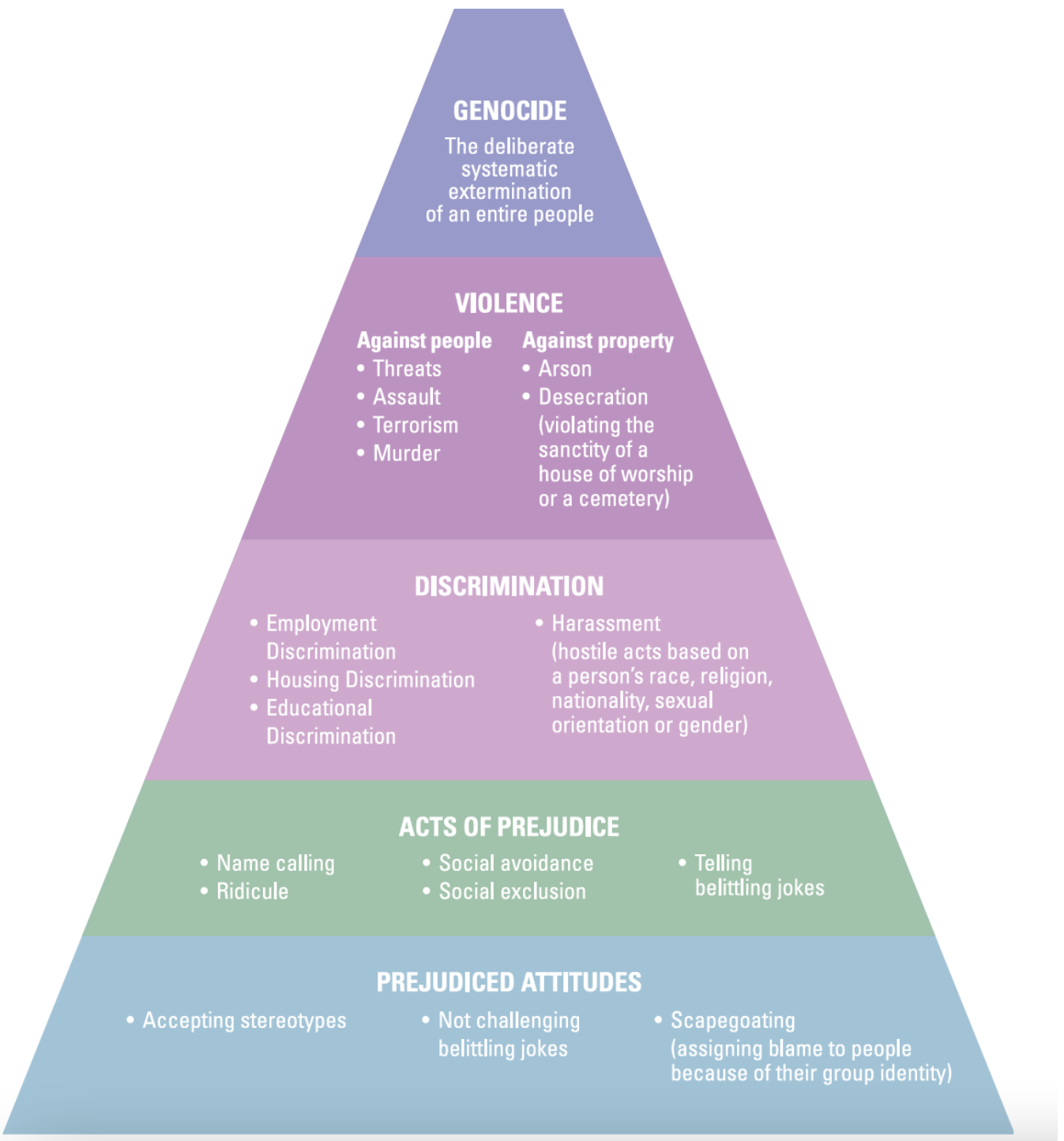
Categories for reasons

Under influence of the media **Extension idea (think of your own category)**

Perceived injustices

Racism

Hate Crime Case Studies	Hate Crime? Y / M / N Type? (indicate using your colour key)	State which category of hate crime you think it was – e.g. racial, religious, why this may have happened, and then explain your reasoning as to why you think it was a hate crime:
Gary hasn't been able to get a job in his local town. His dad says it's because 'all the Polish immigrants have had them'. This makes Gary furious. Gary walked past a Polish man coming out of a shop and spat at him.		
Claire and her friends are all white British and spend a lot of time sharing 'Britain First' posts on Facebook. Claire's cousin, who is part-Asian, sees one of her posts and is very upset. It wasn't aimed directly at her, but it has shocked her that a family member is sharing views from an extremist group.		
Anatolie is a Romanian immigrant to the UK. When a young Black British teen was coming home from school, Anatolie and his friend jumped him, beat him and took his phone. The teen shouted 'why are you doing this?' Anatolie said 'why should you Black losers have all the good stuff?'		
Karen reads the same newspaper full of Islamophobic articles every day. A lot of people she knows are going on an EDL anti-mosque march. Karen has never met a Muslim but ends up joining in when her group throw bricks at a mosque because her friends are doing it and her newspaper said the Muslims are taking over.		
Cleo is a transgender woman. As she was waiting at the bus stop, a car drove past, and someone threw eggs at her out of the window. She's not sure, but thought she heard someone shout, 'have that, you tr***y' as the car sped away.		



Task: Discuss with the person next to you – why is it important that we intervene at the bottom of this hate crime triangle?

Extension

- How can education help?
- How can news media outlets help?
- How can the law help?
- How can politicians help?
- How can social media influencers and celebrities help?

Extra Paper:

Lined writing area with 25 horizontal lines.

Hate crime, what is it and is it overreported, or underreported?

What is Hate Crime?

A hate crime is a criminal offense that is motivated by racism, sexism, homophobia, or another type of prejudice. Hate crimes are often acts of physical violence but can also include verbal abuse or vandalism.

A crime is recognised as a hate crime when it is motivated by a prejudice towards any of the following:

- * Race
- * Religion
- * Disability
- * Transgender identity
- * Sexual orientation

The victim of a hate crime may or may not actually be a member of the groups above. Even if the victim is not a member of the particular group, it still counts as a hate crime if the offender thought that the victim was part of that group. For example, if an offender said they beat someone up for 'being gay', it wouldn't matter whether the victim was gay or not – the assault would still be a hate crime.

What kinds of things count as hate crimes?

Hate crimes are crimes which are committed out of prejudice towards any of the above characteristics of a person. Examples include: assault; criminal damage; harassment; murder; sexual assault; hate mail; theft.

Hate incidents are acts which are not illegal, but which are still intended to intimidate the victim. Examples of hate incidents include: spitting; verbal abuse; bullying and intimidation; hoax calls; offensive posters.

Hate crimes often begin as smaller acts or hate incidents, so it is worth reporting hate incidents to the police. This helps the police to build up a larger picture of the case and maximizes the chances of punishing the offender.

How can you prove that a crime is a hate crime?

It can sometimes be tricky to prove that a crime is motivated by prejudice. In some cases, the offender might declare in their statement that the attack was motivated by a prejudice. However, if the offender does not declare it openly, there are several things that can help create a case to prove that the crime was a hate crime. For example, the offender may be a member of an extremist group; they may have tattoos related to the prejudice or have written articles, books or taken part in online chats which clearly display the prejudice. They may have a history of crimes against people from the same background, or there may have been witnesses who heard the offender shouting prejudiced things at the time of the crime. The police will investigate the accusation of a hate crime and will help to build up a picture of the offender – you do not need to do this work yourself.

Hate Crime and Social Media

Due to the ability to create fake profiles and 'troll' people, the internet has proved to be the perfect place for the 'covertly' prejudiced to hang out. By that we mean those people who would never share their views in real life, but feel free to express them hidden behind the keyboard. This can give a false impression that the world is more full of racists / misogynists or any other kind of prejudiced group than it actually is, as these people are likely to be vocal – usually due to some sort of perceived injustice against themselves by members of a particular group. Perceived injustice means when you believe someone represents a group that has somehow wronged you – whether this is actually the case or not - and so the victims (members of this group) bear the brunt of the prejudiced person's anger.

It is very important to challenge perceived injustice as often in its early stages people can be set straight with more knowledge of a situation or better education about the aims of a particular minority group (the fact that they just want to live in peace, like everyone else, except for the odd violent person which you find in every demographic). If perceived injustices are fed by inflammatory media headlines, some people end up getting angrier and angrier until eventually some commit hate crimes.

Are we seeing so many hate crimes because they are being over-reported?

Some individuals may argue that hate crimes are overreported in the UK for various reasons.

Here are just a few:

- **Misinterpretation of incidents:** Critics may argue that certain incidents are misinterpreted or wrongly labelled as hate crimes. They claim that actions motivated by factors other than hate, such as personal disputes or criminal activity, may be erroneously categorized as hate crimes.
- **Political correctness or hypersensitivity:** Some individuals believe that there is an excessive emphasis on political correctness or heightened sensitivity, leading to an inflated perception of hate crimes. They argue that minor incidents or harmless speech are being exaggerated and labelled as hate crimes, resulting in overreporting.
- **Reporting biases:** Critics claim that various factors, such as media attention or societal pressure, may encourage individuals to overreport or misrepresent incidents as hate crimes. They argue that these biases can distort the actual prevalence of hate crimes.
- **Mistrust in official statistics:** Some individuals may express scepticism about official hate crime statistics, questioning the accuracy of data collection or suggesting that political motivations influence reporting practices. This scepticism can lead to claims of overreporting.

Could hate crime in the UK actually be under-reported?

Conversely, some individuals may argue that hate crimes are actually underreported in the UK.. Here are a few of the reasons they give:

- **Fear and lack of trust:** Victims may fear reprisals or lack confidence in the criminal justice system's ability to handle their cases effectively. They may be hesitant to come forward and report hate crimes due to concerns about their safety, privacy, or a belief that the authorities won't take appropriate action.
- **Barriers to reporting:** Victims may face practical barriers to reporting, such as limited awareness of reporting mechanisms, language barriers, or a lack of understanding about what constitutes a hate crime. This can hinder their ability to report incidents to the police or other relevant authorities.
- **Social stigma and normalization:** Some individuals may normalize or downplay incidents of hate crimes, perceiving them as commonplace or not serious enough to warrant reporting. Victims may also face societal pressures or reluctance to disclose their experiences due to the potential stigma attached to being a victim of a hate crime.
- **Lack of awareness and knowledge:** Both victims and witnesses may not be aware of the legal definitions and protections related to hate crimes. They may not recognize that an incident they witnessed or experienced qualifies as a hate crime, leading to underreporting.

What should I do about hate crime?

If you feel that you are the victim of a hate crime, you should report it to the police. This can be done over the phone or online. Similarly, if you have been the witness to a hate crime, you should report it as soon as possible. Use the emergency police number (999 in the UK) if you feel that the situation is urgent or life-threatening.

If you think you know someone who has committed a hate crime, you should inform the police, giving them the evidence that you have.

You can get further support in dealing with hate crime from organisations like True Vision or Victim Support. We will signpost more organisations at the end of today's lesson.

Task: Use the information sheet in your booklet to complete the following questions.

1. Explain three different types of crime which could be classed as hate crime.
2. Explain in your own words how a person might go about proving that what has happened to them is a hate crime.
3. Why can this sometimes be difficult?
4. How has the rise of social media had an impact on hate crimes?
5. Why do some people think hate crimes are underreported?
6. Why do some people think hate crimes are overreported?
7. What should you do if you experience or see / become aware of a hate crime?

Extra Paper:

Area for writing with horizontal lines.

