E2 Areas of PSHE not covered in RSHE: Christian Underpinning

From September 2020 Relationships Sex and Health Education becomes mandatory in all schools in England.

However other elements of PSHE are not mandatory and yet they are of equal importance and indeed they weave through and relate highly to RSHE. For example understanding Economic Wellbeing has a huge impact on the health of long term relationships, families, and indeed mental health. Understanding shared responsibilities, equalities and diversity impacts on anti-bullying and all peaceful relationships with others. Careers education too relates to self-esteem and has impact on life-long mental wellbeing.

It is important that schools do not teach RSHE to the exclusion of these essential aspects of PSHE.

CofE Schools need to ensure that these aspects too are underpinned and offered a distinctive rationale rooted in Christian distinctiveness.

KS1 and 2 PSHE (not covered by RSHE)

(Source for learning outcome statements: PSHE Association Programme of Study)

 <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

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| KS1 | KS2 | Possible resources to help deliver this  |
| Shared Responsibilities  |
| 1. about what rules are, why they are needed, and why different rules are neededfor different situations2. how people and other living things have different needs; about the responsibilities of caring for them3. about things they can do to help look after their environment | 1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws2. to recognise there are human rights, that are there to protect everyone3. about the relationship between rights and responsibilities4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (relates to relationships and anti-bullying work)5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) | <https://rshp.scot/first-level/#Lookingafterplantsandanimals> KS1https://www.living- democracy.com/textbooks/volume-2/unit-5/lesson-1/ KS2<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-8-what-are-human-rights> (for Yr6)<https://www.amnesty.org.uk/resources/learning-about-human-rights-primary-school-resource-pack> (KS2)<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2020/03/CRE_Core_Materials_Student_Workbook_EN.pdf> KS2<https://www.bbc.co.uk/newsround/50475510> KS1/2[https://www.bbc.co.uk/newsround/33121570 KS1/2](https://www.bbc.co.uk/newsround/33121570%20KS1/2)<https://www.bbc.co.uk/bitesize/topics/zdyycdm/resources/1> KS1 <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-why-should-i-be-good/zmbrkmn> <https://www.wwf.org.uk/get-involved/schools/resources> <https://ypte.org.uk/lesson-plans> https://www.oxfam.org.uk/education/resources |
| **Key underpinning beliefs : to be explored for Church of England / Methodist Schools** |
| Pupils will understand that Christians believe that everyone has been made by God and that they need to treat others with great care.Pupils will begin to understand the Golden Rule **Matthew 7v12** “Whatever you wish others would do to you , do unto them”Pupils will understand that Christians believe that God created the planet and that we should delight in it and look after it carefully  | Pupils will begin to explore why the 10 Commandments were written (RE Understanding Christianity) and consider what a world where the 10 Commandments and the Golden Rule were not followed would be like.Pupils will be able to understand that they and others sometimes make mistakes (are Fallen) and that we need to try to forgive others (Salvation) and encourage them to grow towards goodness, with the help of God and others, through prayer and contemplation.Pupils will explore the importance of Community; Christians believe that all have been made by God and are worthy of respect, protection, care and inclusion and that we all have a responsibility to work for the health of the group and campaign for justice. (This relates to **Courageous Advocacy - SIAMS framework**)Pupils will understand the Christian belief in Creation and will explore the responsibility of humans to care for the planet. The Christian concept of **stewardship** will be understood. (RE - Understanding Christianity).  | <http://www.understandingchristianity.org.uk> <https://www.christianaid.org.uk/get-involved/schools> <https://www.imaginor.co.uk/> <https://www.ventforchange.co.uk/share-a-pencil-day/> <https://bristolsacre.org.uk/site/religious-eduction/cpd-for-re-teachers/> Resources from Bristol SACRE Conference 2020 “RE to Save the Planet? |
| Communities |
| 1. about the different groups they belong to (Link with Families in Relationships Education )2. about the different roles and responsibilities people have in their community3. to recognise the ways they are the same as, and different to, other people | 1. about the different groups that make up their community; what living in a community means2. to value the different contributions that people and groups make to the community3. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities4. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (Link with anti- bullying work in Relationships Education)5. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced | <https://www.teachwire.net/news/8-ways-to-celebrate-diversity-with-primary-children> <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-fair/zh98qp3> <https://www.brent.gov.uk/media/387128/Living%20in%20a%20diverse%20world.pdf> (needs adapting to your geographical location - and editing but some good ideas)<https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-2-challenging-stereotypes-and> (overlap with anti-bullying in Relationships education) |
| **Key underpinning beliefs : to be explored for Church of England / Methodist Schools** |
| Pupils will understand that Christians believe ALL are created and wonderfully made and that we are made unique and different Pupils will understand that all the ways humans are different and special should be observed, protected, and celebrated. | Pupils will understand that there are many ways of being human and someone else’s specialness does not take away from their own uniqueness. This is rooted in the belief that God’s love is expansive and includes all peoples and cultures.Pupils will understand that people are **Fallen** and can stereotype or show prejudice towards some groups of people in order to feel more powerful or better than others. Pupils will understand that prejudiced behaviour needs challenging and that people need to be offered a kinder way of seeing and treating others as they would wish to be regarded and treated themselves. (Golden Rule Matthew 7 v 12) | Relating to teaching about the Creation and Fall in Understanding Christianity (RE)Through Collective worship and Character Education work <https://www.imaginor.co.uk/>  |
| Media literacy and digital resilience  |
| 1. about how the internet and digital devices can be used safely to find thingsout and to communicate with others2. about the role of the internet in everyday life3. that not all information seen online is true | 1. recognise ways in which the internet and social media can be used both positively and negatively2. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results3. about some of the different ways information and data is shared and used online, including for commercial purposes4. about how information on the internet is ranked, selected and targeted atspecific individuals and groups; that connected devices can share information5. recognise things appropriate to share and things that should not be sharedon social media; rules surrounding distribution of images6. about how text and images in the media and on social media can bemanipulated or invented; strategies to evaluate the reliability of sources andidentify misinformation | <https://www.childnet.com/resources/trust-me> Excellent for KS2 <https://www.bbc.co.uk/bitesize/topics/zymykqt> KS1 clips and guides<https://mediasmart.uk.com/body-image-9-11/?utm_medium=website&utm_source=edcoms&utm_campaign=Sept2016_PSHE_edcoms&utm_content=resources> A lot of good materials - just too much for the time available - so careful selection is needed  |
| **Key underpinning beliefs : to be explored for Church of England / Methodist Schools** |
| Pupils will understand that Christians believe that they as an individual are fearfully and wonderfully made.Pupils can understand that they are worthy of protecting from people who might lie to them and trick them online. | Pupils will understand that Christians believe that they are of ultimate worth and therefore they need to be wise as to how use the internet in a way that ensures they access truthful and accurate information.Pupils will understand that Christians believe that some people are **Fallen** and will lie, deceive and manipulate information and images and target young people. They need to protect themselves from these people and report them when appropriate.Pupils can understand the **temptation** to share information and images and be offered strategies to resist this, less than their best, behaviour.  | Relating to teaching about the Creation and Fall and Salvation in Understanding Christianity (RE)Through Collective worship and Character Education work <https://www.imaginor.co.uk/> relating this work to the Value of **Truthfulness** <https://www.messychurch.org.uk/sites/default/files/uploads/Messy%20Church%20Real%20me%20session.pdf> Excellent materials from Messy Church written to support Bishop Rachel Treweek’s (Bishop of Gloucester)campaign “LieDentity”. |
| Economic Wellbeing: Money |
| 1. what money is; forms that money comes in; that money comes from differentsources2. that people make different choices about how to save and spend money3. about the difference between needs and wants; that sometimes people maynot always be able to have the things they want4. that money needs to be looked after; different ways of doing this | 1. about the different ways to pay for things and the choices people have about this2. to recognise that people have different attitudes towards saving andspending money; what influences people’s decisions; what makes something ‘good value for money’3. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)4. to recognise that people make spending decisions based on priorities, needs and wants5. different ways to keep track of money6. about risks associated with money (e.g. money can be won, lost or stolen)and ways of keeping money safe7. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations8. to identify the ways that money can impact on people’s feelings and emotionsImportant links with Health Education and Relationships  | <https://natwest.mymoneysense.com/teachers/> <https://www.pshe-association.org.uk/curriculum-and-resources/resources/exploring-risk-relation-gambling-lesson-pack-ks2>  |
| **Key underpinning beliefs : to be explored for Church of England / Methodist Schools** |
| Pupils can be thankful for moneyPupils can understand that we need to be careful and look after our money wisely | Pupils can explain the Christian idea of **stewardship**: of looking after that which you have been given carefully and wisely and in a way that shows care to others.Pupils can explain how money can be used to bring about Justice for others and care for Creation.Pupils can understand how poor or risky behaviour can lead to someone feeling trapped and how their family might suffer. They can understand how wise choices and support with money can make someone feel secure and free from financial worries.Pupils can understand that everything comes from God (including our money) and that it is good to share and be generous. | <https://www.lifesavers.co.uk/> This has excellent materials about financial education for schools including excellent linked Values, Assemblies and Acts of Collective Worship.It was commissioned by Archbishop Justin Welby and is linked to the Values of Generosity, Justice and Thankfulness underpinned with the vision of Wisdom in all matters**. This is a highly recommended resource for CofE Schools and in certain areas of the country there is funding to link with a local Credit Union and hold a savings bank in school for pupils.** |
| Economic Wellbeing: Aspirations Work and Careers  |
| 1. that everyone has different strengths2. that jobs help people to earn money to pay for things3. different jobs that people they know or people who work in the communitydo4. about some of the strengths and interests someone might need to dodifferent jobs | 1. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes2. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life3. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them4. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)5. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid6. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation7. to identify the kind of job that they might like to do when they are older8. to recognise a variety of routes into careers (e.g. college, apprenticeship, university | <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z46hf4j> A philosophical questioning - about identity that can lead to pupils understanding their uniqueness in the face of change.<https://www.equalityhumanrights.com/en/lesson-activity-ideas><https://natwest.mymoneysense.com/teachers/> <https://www.stepintothenhs.nhs.uk/primary-schools/KS2-resources> <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39>  |
| **Key underpinning beliefs : to be explored for Church of England / Methodist Schools** |
| Pupils will understand that Christians believe they have been specially made with specific gifts and skills and there is only one of them.Pupils can understand that the community and the world can be made richer by them sharing their gifts and skills. | Pupils will understand and explore the Christian concept of **Vocation :** or calling . All are called generically into a life of Love : (our Character Education through teaching Values communicates our school’s expectations) that all are called into a spiritual and moral life where we care for others and serve.There is also a notion of a specific individual calling or Vocation: leading the life that you are called to live, or have been gifted or equipped to be, in order to serve and make the world a better place. As we are all different, people will have different gifts, talents and temperaments and so each of our life’s paths will be unique.Pupils will understand that where injustice, stereotyping, prejudice and discrimination prevent someone from fulfilling their vocation, then we need to challenge that as individuals and as a community. | <https://www.barnabasinschools.org.uk/who-am-i-support-material> <http://www.ukvocation.org/?page_id=175> The KS1 materials are a good introduction to the idea of Vocation as what makes you happy - and asking the question as to whether serving others makes us happy?<http://www.ukvocation.org/?page_id=46> This short film and text is demanding for **Yr6** but with the question “What do some Roman Catholic Christians believe about the idea of “Vocation”? If everyone saw their work and their life as a Vocation would it make the world happier? |

KS3 and 4 PSHE (not covered by RSHE)

(Source for learning outcome statements: PSHE Association Programme of Study)

 <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

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| KS3 | KS4  | Possible Resources  |
| Learning skills |
| 1. study, organisational, research and presentation skills2. to review their strengths, interests, skills, qualities and values and how to develop them3. to set realistic yet ambitious targets and goals4. the skills and attributes that employers value5. the skills and qualities required to engage in enterprise6. the importance and benefits of being a lifelong learner | 1. to evaluate and further develop their study and employability skills2. to evaluate their own personal strengths and areas for development and use this to inform goal setting3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability | <https://www.bbc.co.uk/learningenglish/gothedistance/studyskills> <https://www.bbc.co.uk/bitesize/articles/zw8qpbk><https://www.bbc.co.uk/bitesize/articles/zb7j382> <https://campaignresources.phe.gov.uk/schools/resources/exam-stress-lesson-plan-pack>  |
| Choices and Pathways  |
| 1. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process3. about routes into work, training and other vocational and academic opportunities, and progression routes4. the benefits of setting ambitious goals and being open to opportunities in all aspects of life5. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations | 1 about the range of opportunities available to them for career progression, including in education, training and employment2. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities3. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities | <https://www.youthemployment.org.uk/teachers-resources/careers-lesson-plans/> <https://www.worldskillsuk.org/directions/careers-advice-resources> <https://www.truetube.co.uk/film/what-do-you-mean-i-cant-change-world><https://www.truetube.co.uk/film/poor-black-people> https://nationalcareers.service.gov.uk/<https://www.bbc.co.uk/bitesize/careers> <https://www.bbc.co.uk/teach/teach/careers-collection/zbvrt39> <https://www.tolerance.org/classroom-resources/tolerance-lessons/exploring-bias-and-discrimination-in-hiring-practices> good lesson - but an American example [https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-6-discrimination](https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-6-discrimination%20) worksheets 16-24 give some very good case studies of some work place discrimination (this may be taught as an aspect of a wider topic on equalities , prejudice and discrimination - which can be part of relationships education and relates to anti-bullying work.)<https://www.staffsquared.com/blog/types-discrimination-workplace/>  |
| Work and Career  |
| 1. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work2. about different work roles and career pathways, including clarifying their ownearly aspirations | 1. about the labour market, local, national and international employment opportunities2. about employment sectors and types, and changing patterns of employment3. to research, secure and take full advantage of any opportunities for work experience that are available4 to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities5. the benefits and challenges of cultivating career opportunities online6. strategies to manage their online presence and its impact on career opportunities | <https://barclayslifeskills.com/educators/lessons/><https://www.myworldofwork.co.uk/partner-resources> <https://nationalcareersweek.com/new-site-template/resources-2/> <https://nationalcareers.service.gov.uk/> <https://www.topresume.com/career-advice/3-tips-to-ensure-your-online-presence-is-helping-your-job-search> information - not a teaching resource <https://barclayslifeskills.com/educators/lessons/online-reputation-in-the-workplace/>  |
| Employment rights and responsibilities  |
| 1. about young people’s employment rights and responsibilities2. to manage emotions in relation to future employment(Health Education ) | 1. the skills and attributes to manage rights and responsibilities at workincluding health and safety procedures2. about confidentiality in the workplace, when it should be kept and when itmight need to be broken3.. about the unacceptability and illegality of discrimination and harassment inthe workplace, and how to challenge it. | <https://www.bbc.co.uk/bitesize/topics/zjq2pv4> <https://www.bbc.co.uk/bitesize/guides/zcs4ng8/revision/4> <https://www.skillsyouneed.com/ips/confidentiality.html> - information rather that a teaching resource <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-7-equality-act-2010> (British Values)  |
| **Key underpinning beliefs : to be explored for Church of England / Methodist Schools** |
| **“I come that they might have life in all its fullness “ John 10:10** Students are encouraged to let their light shine and as such have the study skills and understanding about employability that may remove the barriers to flourishing.Students will continue to explore ideas about **Vocation** and understand their unique gifting and the idea of a general calling for all people to serve one another and build a better world for everyone (**Kingdom of God**) Students should have their eyes open to see the **Fallen** nature of institutions and individual employers and families in terms of prejudice and discrimination which may limit their possibilities and will need challenging and overcoming. | **“I come that they might have life in all its fullness “ John 10:10** Students understand themselves as uniquely made by God. Students can be secure and truthful in appreciating their gifts and weaknesses in the light of being robustly loved.Students, In understanding themselves, can channel their unique gifts and challenge their weaknesses to ensure the best future for themselves and others. Students will continue to explore ideas about **Vocation** and understand their unique gifting and the idea of a general calling for all people to serve one another and build a better world for everyone (**Kingdom of God**) Students, having an understanding of the **Gospel** message that states that none should be left out and all are included. Students will be sensitive to injustice in the workplace. Students will have strategies for challenging injustice and harassment and standing by and supporting those who suffer. | Invite local people who feel they have a “Vocation” in to talk / be interviewed by students.<https://www.churchofengland.org/life-events/vocations> not written as lesson resources but good ideas to be lifted. Some good short films in the 18-30 section.https://www.christianaid.org.uk/schools/secondary-teaching-resources |
| Financial Choices  |
| 1. to assess and manage risk in relation to financial decisions that young people might make2. about values and attitudes relating to finance, including debt3. to manage emotions in relation to money4. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions5. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams | 1.how to effectively budget, including the benefits of saving2. how to effectively make financial decisions, including recognising theopportunities and challenges involved in taking financial risks3.. to recognise and manage the range of influences on their financial decisions4. to access appropriate support for financial decision-making and for concernsrelating to money, gambling, and consumer rights5. the skills to challenge or seek support for financial exploitation in differentcontexts including online6. to evaluate the financial advantages, disadvantages and risks of differentmodels of contractual terms, including self-employment full-time, part-time and zero-hours contracts | <https://barclayslifeskills.com/educators/lessons/> <https://natwest.mymoneysense.com/teachers/><https://www.truetube.co.uk/list?search=money&page=1><https://www.bankofengland.co.uk/education/econome>  <https://www.ygam.org/> Excellent suite of resources and free online training <https://www.bigdeal.org.uk/> <https://ccfwebsite.com/bbc-documentary-about-the-gambling-addiction/> <https://barclayslifeskills.com/educators/lessons/self-employment/><https://www.ucas.com/careers/employment/understanding-employment-contracts> information rather than class resources - but a useful basis  |
| **Key underpinning beliefs : to be explored for Church of England / Methodist Schools** |
| Students can evaluate the Christian idea of **stewardship**: of looking after that which you have been given carefully and wisely and in a way that shows care to others.Students can explain how money can be used to bring about Justice for others and care for Creation.Students can understand how poor or risky behaviour can lead to someone feeling trapped and how their family might suffer. They can understand how wise choices and support with money can make someone feel secure and free from financial worries.Students can have their eyes opened to the way of the **Fallen** world in which advertisers, peers, online scammers and others can lie and persuade them in order to access their money. They will explore strategies to protect themselves and make wise choices. Students can understand that everything comes from God (including our money) and that it is good to share and be generous. | Students can evaluate the usefulness of money as **a gift** to be thankful for and a tool to share with others.Students will also evaluate the way in which money it can **entrap** people. Students will examine the **addictive** nature of gambling, and other exploitative ways that poor choices regarding money can lead to unhappiness and a lack of **freedom**. It represents poor **stewardship** of the gifts given by God. Students will be able to understand that Christians teach that “The truth will set your free” John 8.32 and the aim of the **Gospel** is that people should be free of that which binds them , including debt and the compulsion of gambling.Students will be able to explore the work of **Credit Unions and Gambling Recovery** programmes in helping to liberate those in trouble. | <https://www.theguardian.com/football/2019/aug/09/church-criticises-wayne-rooney-over-derby-gambling-tie-up> Why did the Bishop of Albans criticise Wayne Rooney? (Starter?)<https://ag.org/Beliefs/Position-Papers/A-Biblical-Perspective-on-Gambling> A simple presentation of the Assemblies of God’s theology on Gambling  |
| Media literacy and digital resilience  |
| 1. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity2.. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media3.. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues4, to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views5.. to understand how the way people present themselves online can have positive and negative impacts on them6.. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them7.. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people’s attitudes and behaviours8.. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms | 1.. that there are positive and safe ways to create and share content online and the opportunities this offers2. strategies for protecting and enhancing their personal and professional reputation online3.. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events4.. how personal data is generated, collected and shared, including by individuals, and the consequences of this5.. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this6.. strategies to critically assess bias, reliability and accuracy in digital content7.. to assess the causes and personal consequences of extremism and intolerance in all their forms8.. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern | <https://www.childnet.com/resources/trust-me> <https://www.dove.com/uk/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html> <https://www.thinkuknow.co.uk/11_13/> <https://www.bbc.co.uk/teach/class-clips-video/pshe--computing-gcse-digital-literacy/zmxsnrd> <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes> <https://www.facinghistory.org/resource-library/facing-ferguson-news-literacy-digital-age/confirmation-and-other-biases> <https://www.weareteachers.com/recognize-bias/> <https://educateagainsthate.com/category/teachers/classroom-resources/> <https://www.pshe-association.org.uk/curriculum-and-resources/resources/addressing-extremism-and-radicalisation-lesson> <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/>  |
| **Key underpinning beliefs : to be explored for Church of England / Methodist Schools** |
| Students will understand that Christians believe that they are **Imago Dei** : made in the image of God and sacred. They are therefore **worthy** of protecting from those who may harm them, target and exploit or lie to them online or in real life.Students will have their eyes open to the **Fallen** nature of those who seek to manipulate and take from people with no regard for their wellbeing. They will have strategies to see this behaviour and protect themselves.Students will understand that **people are diverse and loved by God**: that all are included. They will be able to understand a diversity of beliefs and opinions and be able to disagree respectfully. Students will also be able to recognise extremist views and grooming markers and know where they can report this and gain access to support. | <https://www.youtube.com/watch?v=9qN4XBNHVEc> <https://www.gloucester.anglican.org/parish-resources/communications/liedentity/>  |