



# STREATHAM & CLAPHAM HIGH SCHOOL

## Preventing Extremism and Radicalisation Safeguarding Policy

<b>Person(s) responsible for this policy</b>		<b>Senior Deputy Head (Pastoral), Prep Deputy Head (Pastoral)</b>	
<b>Last review by</b>	<b>J Hayes</b>	<b>Review date</b>	<b>September 2023</b>
<b>Date of next review</b>		<b>September 2024</b>	

### Introduction

Streatham & Clapham High School is fully committed to safeguarding and promoting the welfare of all its students. The GDST, SLT, and staff recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability. All staff are expected to uphold and actively promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, and those with none.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Streatham & Clapham High School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s157 of the Education Act 2002.

The school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2022"; and specifically DfE Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

The school's DSL is the lead on Prevent. In their absence please refer to the Assistant Head (Pastoral Care and Pupil Wellbeing)

### Related policies and documents

- Safeguarding and child protection
- Anti-bullying
- Behaviour
- Online-safety policy and procedures which include details of e-safety training
- PSHCE
- GDST whistleblowing procedures
- Guidelines for visiting speakers

### Aims and principles

The main aims of this policy are to ensure that:

- Staff are fully informed and engaged with respect to the risks of radicalisation and violent extremism, understanding the need to be vigilant, and avoiding any sense of "it could not happen here";
- The school is committed to safeguarding and promoting the welfare of students. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability;
- The school constitutes a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

- We work alongside other professional bodies and agencies to keep our students safe from harm;
- All staff uphold and actively promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs, and those with none.

The Senior Leadership Team will ensure that:

- All teachers, teaching assistants and non-teaching staff understand what radicalisation and extremism are and why we need to be vigilant in school;
- all teachers, teaching assistants and non-teaching staff know what the school policy is on anti-radicalisation and extremism and follow the procedures when issues arise;
- all parents and pupils know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective;
- safer recruitment best practice principles and sound employment practice are always followed in making any appointment, be it permanent or temporary.

### **Definitions and indicators**

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions, religious beliefs, or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

Extremists seek to attract people to their cause through a persuasive ideology. These narratives have the potential to influence views to varying degrees: inspiring new recruits, helping to embed beliefs of those with established extreme views, or persuading others of the legitimacy of their cause.

Evidence suggests that the ‘radicalisation’ process is not linear or predictable and the length of time taken can differ greatly from a few weeks to a few years. It does not always result in violence. Adolescence is most often when a process of radicalisation starts, one that might eventually cause a student to undertake violent or criminal acts.

Young people who become involved in violent extremist movements usually do so under the influence of others. Initial contact could be via peers, older siblings, other family members or acquaintances. The process can often be a social one, where interaction is more likely to be outside school settings, often in unsupervised environments i.e. gyms, cafés, or in private homes. The Internet is now playing a much more important role. Violent extremist videos and propaganda are accessible via websites or via digital social networks.

There is no single profile of a person likely to become involved in extremism, or single indicator of when a person might be moved to adopt violence in support of extremist ideas. However, there are a number of behaviours that might indicate that an individual is at risk of being radicalised or exposed to extreme views.

Such behaviours may include:

- Spending increasing time in the company of suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of materials or symbols associated with an extremist cause;
- Attempts to introduce others to the group/cause;
- Communications with others that suggests identification with a group, cause or ideology;
- Using names/language ranging from insulting to derogatory for members of another group;
- Increase in prejudice-related incidents committed by that person – these may include:
  - physical or verbal assault;
  - provocative behaviour;
  - damage to property;
  - graffiti symbols, writing or art work promoting extremist messages or images;
  - derogatory name-calling;
  - possession of prejudice-related materials;
  - prejudice-related ridicule or name calling;

- inappropriate forms of address;
- refusal to co-operate;
- attempts to recruit to prejudice-related organisations;
- condoning or supporting violence towards others.

This list is not intended to be exhaustive or any more than a description of behaviours consistent with – rather than proofs of – radicalisation. It is also worth noting that several of the behaviours listed will neither be relevant to – nor exhibited by - junior school aged children.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and GDST disciplinary procedure for staff.

### **The School Culture**

The school promotes the spiritual, moral and cultural development of its pupils. This includes the encouragement and exercise of free speech, and the articulation and discussion of opinions. But with rights come responsibilities. If a pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

Mutual respect is central to the ethos of the school and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions. They are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views. Teaching cannot involve the promotion of partisan political views. In discussing political issues, pupils are offered a balanced presentation of opposing views.

### **The role of the curriculum**

Streatham & Clapham High School's curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Lessons aimed at teaching students about tolerance, understanding, questioning beliefs and Britishness are taught through PSHE and Religious Education. The School's spiritual, moral, social and cultural provision is also embedded across the curriculum and underpins the ethos of the school.

Our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. All of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

There is evidence that, as a general pattern, students with low aspirations are more vulnerable to radicalisation. The school strives to equip its pupils with confidence, self-belief, respect and tolerance, as well as setting high standards and expectations for themselves.

Students are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek out help if they are upset or concerned about anything they read or see on the Internet.

Despite the best efforts of the school, staff, agency staff and visitors may express views, bring material into the school, use or direct students to extremist websites, or act in other ways to promote violent extremist views, and therefore staff should be vigilant around the behaviour and viewpoints of other adults in the organisation. Their actions might constitute a breach of the relevant professional standards or may be illegal. In such an event, staff would be asked to leave the premises and the police and local authority may be contacted.

The school takes seriously its statutory duty to forbid political indoctrination. Staff must not promote partisan political views in the teaching of any subject. In discussing political issues, pupils must be offered a balanced presentation of opposing views.

The school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

It is school policy to challenge any discriminatory or extremist opinions or behaviours as a matter of routine.

### **Prevention**

Although no incidents involving radicalisation have occurred at Streatham & Clapham High School to date, it is important to be constantly vigilant and remain fully informed about the issues, which affect the region in which we teach. As part of this vigilance, the school will:

- Strictly apply its safer recruitment procedures, which include DBS checks and references that are in line with ‘*Keeping children safe in Education September 2018*’;
- assess the risk of radicalisation in consultation with the Local Prevent Coordinator and other partners;
- prohibit extremist speakers/events;
- manage access to extremist materials;
- ensure that teachers do not use teaching materials which may encourage intolerance;
- ensure pupils are not actively encouraged by teachers or visitors to the school to support extremist views of any form;
- provide regular staff training, in line with current requirements for safeguarding training and recommendations from Lambeth, including newly appointed staff when undergoing induction on the practice of this policy within the school;
- regularly reassess the risk of radicalisation using information from pastoral meetings to assess whether there is any evidence of pupils expressing extremist views, the routine monitoring of teaching and learning, and staff support for the aims of this policy. Where necessary, i.e. in extreme cases where it is felt that the staff is a cause for concern, the school will contact the relevant authorities – Prevention Team, local Police enforcement, etc.- for advice on the matter. In assessing the risk, the School will also account for:
  - Have parents expressed concerns about vulnerability to radicalisation
  - Is there any concern about parents expressing extremist views?
  - Have there been local cases of radicalisation or movement to areas of conflict
- Staff will, wherever possible, challenge racist or extremist views or behaviour. This could be in the form of challenging views expressed through discussion, or by removing hate-related graffiti, which will be investigated fully. Staff are reminded of their obligations through regular safeguarding updates.
- Manage access to extremist material – including **Internet monitoring**. GDST schools use Fortinet screening and Lightspeed which filter all internet traffic coming through the school. Weekly digests of access to militant and extremist content, radical sites and social media will be emailed to the DSL who will discuss the contents to assess the risks to pupils and staff, taking action as appropriate. Notes of any actions will be kept by the DSL.
- Pupils who attempt to access sites with radicalised content may be referred through the local *Prevent* referral process to *Channel* after discussing concerns with the local Prevent Officer.
- Details of any conversations with the local Prevent Officer to assess the risk will be kept by the DSL.
- Prevent Officer contacted at the beginning of each year to request latest intelligence.

### **Reporting**

The school will closely follow any locally agreed procedure as set out by the Local Authority and/or Lambeth’s Safeguarding Children Board’s agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

It is important to establish a chronology of events, no matter how minor they might appear at the time. This history of events allows analysis of any patterns over time, which is crucial in determining if a student is seriously at risk. This also provides evidence of events when working other agencies.

Any minor incidents should be reported to a Head of House, a member of the SLT, or the Designated Safeguarding Lead in accordance with the relevant school policy i.e. anti-bullying or safeguarding. If there are concerns that there are

signs that a student's behaviour or views could be an indicator of their vulnerability to radicalisation or extremism, then the procedure follows that of the Safeguarding Policy.

An immediate verbal report should be made to the Designated Safeguarding Lead, the Head, or the Head of Prep, which should then be followed up by a full written report to the Designated Safeguarding Lead. It is important to remember that the report will form the basis for any further investigation and needs to be understood by professionals from other agencies. The words of the student should be used in the report and not an interpretation or translation of those words.

The Designated Safeguarding Lead will take any further steps needed to ensure the immediate safety of the student, which may include the re-location of staff, calling in additional staff, or suspending staff. (If it is judged necessary to suspend a member of staff, the staff member being suspended must be told in person, where possible, by a member of SLT, reminded of the conditions of suspension and immediately escorted from the premises).

The Designated Safeguarding Lead will obtain advice from the local Prevent Officer and The Channel coordinator and start a confidential file of evidence and chronology of events. *See appendix 1 for details of the referral process.*

### **Contact and links**

DfE helpline 020 7340 7264

DfE e-mail [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

Lydia Nixon Lambeth Prevent Programme Manager [lnixon@lambeth.gov.uk](mailto:lnixon@lambeth.gov.uk)

Home Office UK threat level <http://www.homeoffice.gov.uk/counter-terrorism/current-threat-level>

Police anti-terrorist hotline <http://content.met.police.uk/Article/AntiTerrorist-Hotline/1400006265916/1400006265916>

Home Office prevent strategy <http://www.homeoffice.gov.uk/publications/counter-terrorism/prevent/prevent-strategy>

Channel Guidance <http://www.homeoffice.gov.uk/publications/counter-terrorism/prevent/channel-guidance?view=Binary>

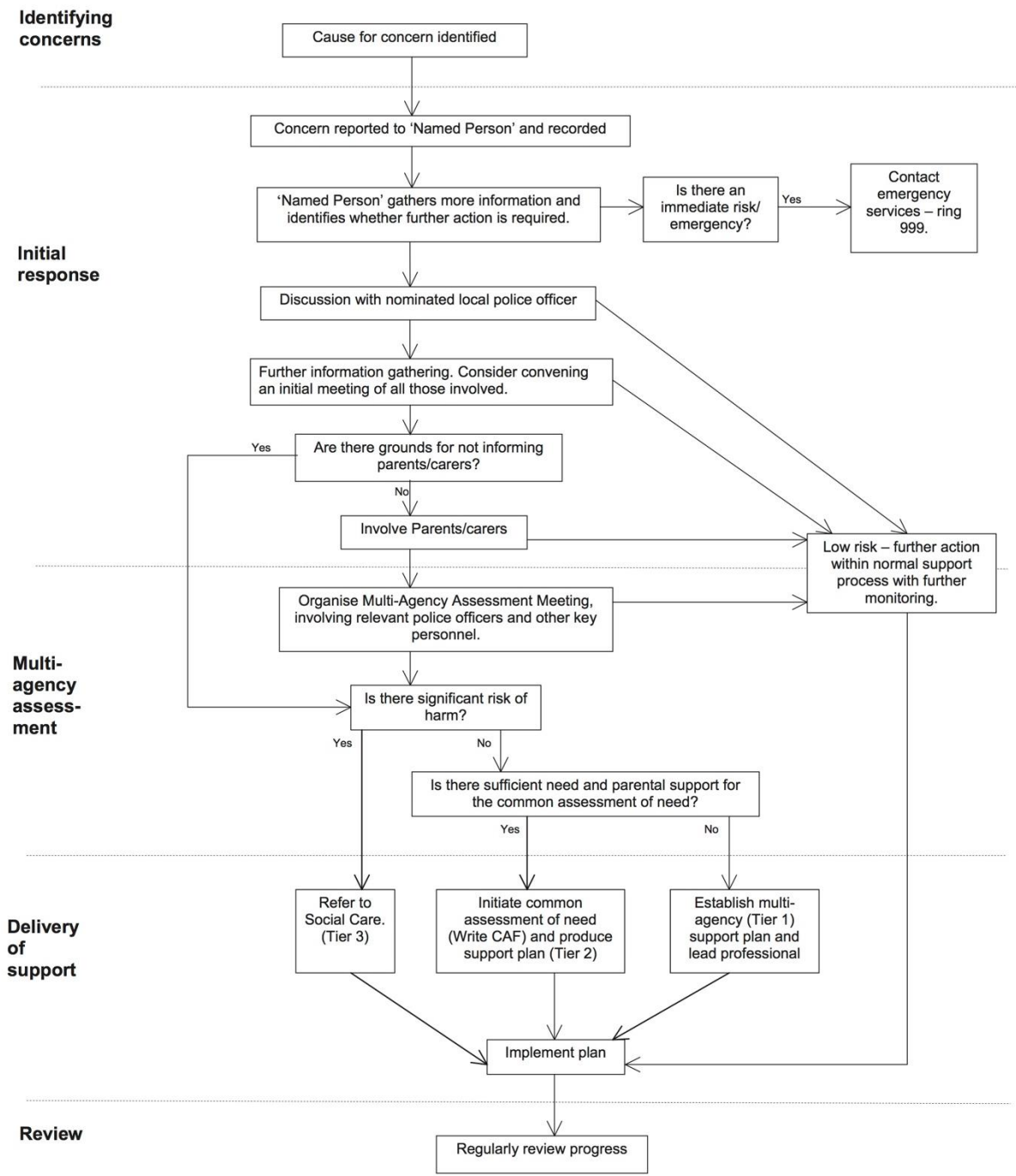
Online training [http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)

### **Review**

This policy will be reviewed annually, and in response to any changes in safeguarding requirements or inspection regulatory requirements.

**APPENDIX 1**

**MODEL FLOW CHART FOR REFERRAL OF CHILDREN AND YOUNG PEOPLE  
FOR CONCERNS OF RADICALISATION IN CHILDREN SERVICES  
(E.G. SCHOOLS, COLLEGES, YOUTH SETTINGS)**



## **British Values at SCHS**

At the heart of Streatham Clapham's vision is celebrating a caring culture of warm relationships and diversity. In line with this part of the school's vision are the aims to, "nurture the personal development of the individual, within a caring, diverse and warmly supportive 'family' environment, developing pupils' confidence, self-esteem and leadership skills" and "enable pupils to develop the civilised values, attitudes and standards — a philosophy of living — that will guide them in their present and future lives as global citizens in a rapidly changing world". These aims permeate school life, from the pastoral system to the curriculum and its delivery.

### **Democracy**

The principle of democracy is explored in subjects such as Religious Studies and history, in PSHCE and in assemblies. The practice is encountered by pupils in the process of electing peers to the school's council, and in the selection of prefects.

### **The rule of law**

The school is governed by rules that pupils are made aware of through induction, assemblies, and in documents such as the *ICT Acceptable Use Agreement*. All staff, parents and pupils, when they join the school, are made aware of the safeguarding policy and procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken.

The rule of law is explored in the curriculum through the PSHCE programme and the Religious Studies syllabus.

### **Individual liberty**

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. The school seeks to create the conditions within which pupils can make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through e-safety and PSHCE lessons.

Pupils are encouraged to develop, reflect on and articulate their own viewpoints. They are given the freedom to make choices in subject options and extra-curricular programmes. In their teaching, our teachers encourage pupils to take ownership of their learning and make choices based on how they learn most effectively.

### **Mutual respect**

Respect is central to the ethos of the school and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. The school seeks to develop mutual respect throughout the curriculum, and the code of conduct promotes the values of respect and responsibility.

Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions.

### **Tolerance of those of different faiths and beliefs**

Pupils are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

Assemblies allow pupils to appreciate different faiths and practices, and the programmes of study in Religious Studies, History and PSHCE support this. Pupils are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways – including trips abroad.

## Subject Areas – Prep School

Science	Latin
<ul style="list-style-type: none"> <li>• The right to medical care</li> <li>• The NHS and how changes affect us</li> <li>• Drugs: Sensible use of alcohol and medical drugs</li> <li>• Palm oil debate</li> </ul>	<ul style="list-style-type: none"> <li>• How Latin underpins everyday language</li> </ul>
Drama//music/art	Geography
<ul style="list-style-type: none"> <li>• Traditional songs and stories</li> <li>• Performing to an audience</li> <li>• Traditional songs and rhymes as well as adaptations form other traditions e.g. Hindi rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• British geography and understanding of the UK</li> </ul>
Creative curriculum themes	History
<ul style="list-style-type: none"> <li>• The British economy in relation to that of other countries e.g. India</li> <li>• Visit to Houses of Parliament</li> <li>• Discussion of racial issues e.g. Martin Luther King</li> <li>• Rainforest conservation and the need to see oneself as a responsible citizen</li> <li>• Themes such as Heroes and Heroines e.g. Florence Nightingale and her dedication to helping others</li> <li>• Patron Saints</li> </ul>	<ul style="list-style-type: none"> <li>• Key events that inform the British Society we live in to day</li> <li>• Learning about key monarchs in our past</li> <li>• Understanding how modern society is informed by developments in the past e.g Lord Shaftsbury, Dr Barnardo</li> <li>•</li> </ul>
ICT	PE
<ul style="list-style-type: none"> <li>• E-safety and correct use of communication</li> <li>• Responsible behavior strategy</li> <li>• Sensible budgeting on spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional. Games taught</li> <li>• Team games: spirit of fair play/sportsmanship.</li> <li>• 3 cheers, competitiveness</li> <li>• Respecting both the rules and the opposition.</li> <li>• Appreciation of the skills and dedication of others through celebrating their achievements</li> <li>• Award of responsibilities badges for sport (Captain's example)</li> <li>• Awards for right attitude</li> <li>• Struggle between church and state</li> <li>•</li> </ul>
PRE	Pastoral/ Co-curricular
<ul style="list-style-type: none"> <li>• Celebration of different faiths that make up British Culture e.g. Chinese New Year, Diwali, Eid as well as British festivals</li> <li>• Initiations to parents of different backgrounds to come in to talk about their beliefs</li> <li>• Visits to different places of worship to recognize the diversity in our communities and how we respect their attitudes whilst having the right to our own beliefs.</li> <li>• Christianity throughout the curriculum</li> <li>• Easter activities – bonnets, Easter Day activities</li> <li>• EDIB committee at the Prep including parents</li> </ul>	<ul style="list-style-type: none"> <li>• Class elections used to elect form captains and school councillors/Pupil Voice in the Prep</li> <li>• Debate club – learning the debate process and constructive argument</li> <li>• School Council – encouraging a pupil voice to raise issues and publish newsletter</li> <li>• Eco club – responsible citizenship</li> <li>• Helping those less able than ourselves – reading buddies, encouragement to help others</li> <li>• Visits form institutions such as Fire Brigade, PCS</li> <li>• Head Girls cup</li> <li>• Residential visits and development of team work and understanding of other localities in the UK</li> </ul>
Assembly Themes	Charity events
<ul style="list-style-type: none"> <li>• Remembrance and the sacrifices made by our predecessors</li> <li>• Anti-Bullying/Friendship week</li> </ul>	<ul style="list-style-type: none"> <li>• Swimathon</li> <li>• British Heart Foundation</li> <li>• Conservation Day</li> </ul>



<ul style="list-style-type: none"> <li>• Road Safety Week and the courtesy required on public transport</li> <li>• London Transport</li> <li>• Visits from Community members</li> <li>• International Day</li> <li>• Careers visits</li> <li>• In My Shoes Assemblies</li> <li>• Spotlight Assemblies</li> </ul>	
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### **PSHCE Programme**

- Coram Life Education – SCARF – spiral curriculum to ensure pupils understand the importance of respect and tolerance to ensure that our diverse school community is built on a celebration of difference and inclusion.
- Weekly circle times

### **Whole-School (Prep)**

- Pastoral messages introduced at key stage assemblies (i.e. Being Responsible, looking after Property, Working Together, Persistence, Resilience, Diversity, Keeping Safe, etc)
- Whole-school assemblies on themes relating to Diversity and Inclusion throughout the school year.
- Whole-school themed days that include activities, visitors and assemblies on Fire Safety, Anti-bullying, Friendship, Sportsmanship, Internet Safety, Bike Safety and Road Safety.

### **Early Years/Foundation Stage**

- In PSHCE, children learn about Keeping Safe; Medicine and Drugs and Roles and Relationships in the Community.

### **Key Stage 1**

- In PSHCE, children learn about Healthy Lifestyles; Healthy Eating; Keeping Safe; The World of Drugs; Relationships; Importance of Choices; Rights and Responsibilities; Rules; Communities; Right and Wrong and Feelings.

### **Key Stage 2**

- In PSHCE, children learn about Taking Responsibility for a Healthy Lifestyle; Keeping Safe; Healthy Lifestyles; Lifestyles and Cultures; Communities; Choices; Substance Use and Misuse; Bullying; Democracy; The Global Community; Relationships and Roles; Rights and Responsibilities; Rules and Laws; Growing Up- Relationships and Responsibilities of Puberty and Safe Transport.
- Career Talks for Years 5 & 6 from community members

## Subject Areas – Senior School

Biology/Physics	Classics
<ul style="list-style-type: none"> <li>• Conception: consideration of faith</li> <li>• Cloning and the law</li> <li>• Drugs: right/wrong relating to animal testing and clinical testing</li> <li>• NHS discussed through disease treatment topic</li> <li>• Creation of universe: respect for position of different faiths</li> <li>• Nuclear waste policy act</li> <li>• Road safety and the law</li> </ul>	<ul style="list-style-type: none"> <li>• A study of Greek and Roman literature presents a set of beliefs and faiths different to our own</li> <li>• Roman invasion of Britain and its Romanisation which underpins the institutions in England</li> <li>• Classical world provided the foundations for the public institutions of today</li> </ul>
Drama	Geography
<ul style="list-style-type: none"> <li>• Derek Bentley trial: <i>judicial system, opinions and beliefs about religion, capital punishment and human rights</i></li> <li>• 'Slow Time' (U4): <i>Explores the issues of race, religion, self-esteem, culture</i></li> </ul>	<ul style="list-style-type: none"> <li>• Local democracy and public consultation</li> <li>• Study of human Geography</li> <li>• Conservation</li> <li>• Migration, asylum and refugees, globalisation and UK economy</li> <li>• Aid and development</li> <li>• General themes of democracy, sustainability, ethnicity, and interdependence intrinsic to subject</li> </ul>
Economics	History
<ul style="list-style-type: none"> <li>• Externalities and the social and moral impact on the people of England</li> <li>• Bank of England target 2.0 challenge</li> <li>• Teaching of how UK is a mixed economy and is governed by the fundamental British values of democracy</li> <li>• students taught to accept Economic responsibility and how their actions can have an impact on both the local and wider community</li> <li>• compares the features of the UK economy with those of other nations from around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Key episodes and events in the development of government and society. Includes medieval struggle between church and state, Magna Carta, the development of the role of Parliament in the seventeenth century, the abolition of slavery, Industrial Revolution.</li> <li>• Democracy and dictatorship Struggle between Crown and Parliament in Britain 1603 - 1689. The Bill of Rights</li> </ul>
Computer Science	PE
<ul style="list-style-type: none"> <li>• Data protection and computer misuse act</li> <li>• Ethical behaviour, copyright law, responsible behaviour online</li> </ul>	<ul style="list-style-type: none"> <li>• Team games: spirit of fair play/sportsmanship.</li> <li>• Respecting both the rules and the opposition.</li> <li>• We foster the belief that success can be achieved through hard work and commitment.</li> <li>• We play mostly traditional British sports.</li> <li>• We often use a democratic voting process for captaincy and players of the match.</li> <li>• British traditional sports/pastimes: how British games have been spread around the globe.</li> <li>• How different sports reflect the different cultures that they come from.</li> </ul>
PRE	Pastoral/ Extra-curricular
<ul style="list-style-type: none"> <li>• The nature of the UK as a multi-ethnic society, including the problems of discrimination and racism.</li> <li>• Government action to promote community cohesion in the UK, including legislation on equal rights for ethnic minorities and religions.</li> </ul>	<ul style="list-style-type: none"> <li>• Electoral process used to elect form officials and prefect team</li> <li>• Head's lecture series - representatives of organisations that encourage national engagement in global issues (people trafficking, climate change, the Holocaust), and awareness of and tolerance for particular national and global issues such as HIV</li> </ul>

<ul style="list-style-type: none"> <li>• The work of a Christian Church to help asylum seekers and/or immigrant workers in the UK, including the reasons for the work and its importance and significance.</li> <li>• Why Christians should help to promote racial harmony.</li> <li>• Differences among Christians in their attitudes to other religions (exclusivism, inclusivism, pluralism).</li> <li>• The UK as a multi-faith society, including the benefits of living in a multi-faith society.</li> <li>• Issues raised for religion by a multi-faith society — conversion, bringing up children, interfaith marriages.</li> <li>• Ways in which religions work to promote community cohesion in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• General Studies - encourage a sense of civic responsibility in British society: financial management and home-buying, politics and voting, mindfulness, the development of positive relationships with others, and the maintenance of a healthy lifestyle</li> <li>• Paris trip: Human rights, politics</li> <li>• Visit to Palace of Westminster</li> <li>• What the papers say (Kinza)</li> </ul>
<p>Assembly Themes</p>	
<ul style="list-style-type: none"> <li>• International day of peace</li> <li>• The importance of involvement/voting</li> <li>• Form Officials: responsibility and being involved with the life of the school Leadership</li> <li>• Charlotte Hill: UK Youth</li> <li>• Youth Mayor voting day the democratic process</li> <li>• Child trafficking</li> <li>• Family values</li> <li>• Success and sacrifice</li> </ul>	<ul style="list-style-type: none"> <li>• Commonwealth Day, Britain the Commonwealth and the commonwealth games</li> <li>• Holocaust memorial day</li> <li>• Martin Luther king and civil rights</li> <li>• “How far would you go?” – assembly about moral choice</li> <li>• Independence of mind (creative thinking)</li> <li>• Leadership</li> <li>• Tolerance</li> <li>• How do we think – being a Scout and challenging your prejudices</li> </ul>