



Radicalisation and Extremism Curriculum

Wallop Primary School

Year Group	When taught	Content of Curriculum for Radicalisation and Extremism	
Year R	Throughout EYFS	EYFS: Self-confidence and self-awareness	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
		EYFS: Managing Feelings and Behaviour	Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others.
		EYFS: Making Relationships	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs
Year 1	Autumn Term	H29. to recognise risk in simple everyday situations and what action to take to minimise harm R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R6. about how people make friends and what makes a good friendship R23. to recognise the ways in which they are the same and different to others	
	Spring Term	H11. about different feelings that humans can experience H14. how to recognise what others might be feeling R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	
	Summer Term	R11. about how people may feel if they experience hurtful behaviour or bullying R15. how to respond safely to adults they don't know Extremism: about the ways in which they are the same as, and different to, others and that there is a great deal they share in common	
Year 2	Autumn Term	H24. how to manage when finding things difficult R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	
	Spring Term	H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things R22. about how to treat themselves and others with respect; how to be polite and courteous R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	
	Summer Term	R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy	

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		<p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p>
Year 3	Autumn Term	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
	Spring Term	<p>H27. to recognise their individuality and personal qualities</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p>
	Summer Term	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>Extremism: about belonging to a group or community and the importance of feeling that we belong</p>
Year 4	Autumn Term	<p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p>

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	Spring Term	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
	Summer Term	R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
Year 5	Autumn Term	H38. how to predict, assess and manage risk in different situations R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
	Spring Term	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
	Summer Term	Extremism: About how negative stereotypes can influence behaviours and attitudes towards different groups of people Extremism: about how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views Extremism: how to resist and challenge these viewpoints
Year 6	Autumn Term	R21. about discrimination: what it means and how to challenge it R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
	Spring Term	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
	Summer Term	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with