

SACRE Prevent Suffolk

Teaching  
Controversial Issues  
Toolkit

Edited by Jan McGuire

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# Teaching Controversial Issues Toolkit

**FOREWORD:** The **SACRE** writing team are experienced teachers and advisers of **SMSC, RE, Citizenship and PSHE**, subjects traditionally versed in the nuances and challenges of delivering sensitive and controversial issues in the classroom. They have teamed together with a talented group of classroom practitioners to create this toolkit.

**'The Teaching Controversial Issue Toolkit'** is a flexible, **non-prescriptive** framework written **by teachers for classroom practitioners**. Its key purpose is to provide **a new and simple methodology and a bank of exemplar resources** to support teachers delivering controversial or sensitive issues; with a focus on Prevent themes.

The toolkit provides suggestions for **topics and conceptual steps** for delivering the themes in a sensitive and age appropriate way.

It does not intend to answer every question: neither does the toolkit endeavour to be the only answer. The cards have been designed to offer **flexibility**: they can be used in **assembly/ tutor time/ as lesson starters/ as lessons/ discussion themes** at drop-down days: E.G. the British Values Game.

Key to  
'colours' and  
phrases  
applied in  
the  
document

**Ground Rule:  
Listen**

**Ground Rule :  
Secure/ Safe**

**Ground Rule :  
Respect**

**6 Step Plan:**  
framework for  
delivering  
controversial issues

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# SACRE Prevent Partnership

## SACRE

**SMSC** in schools **supports and encourages dialogue**, rather than closing it down.  
Department for Education (DfE)

**‘ Good schools will already have been safeguarding children from extremism and promoting fundamental British values long before this duty came into force.**

‘It is important to emphasise that the Prevent duty is not intended to stop debating controversial issues... On the contrary, schools should provide a safe space in which children, young people and staff can understand’ the issues raised by the Prevent duty ‘and develop the knowledge and skills to be able to challenge’.

**SACRE** were tasked to look at **9 ‘controversial’ themes** linked to the Prevent duty that could be raised in the classroom as dialogue or discussion.

The 9 **Prevent** themes covered by 'The Teaching Controversial Issues Toolkit' :



## The 9 Prevent themes : Definitions

**Sense of Belonging** : the sense of being part of, and accepted by, ones family, community and society.

**Terrorism**: organised violence against innocent civilians to command attention and instil fear.

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

**Hate Crime**: a crime motivated by racial or other prejudice, typically one involving violence: hostility directed at people because of who they are or who someone thinks they are.

**Tolerance**: is getting along with, and having respect for, people who are different.

**Being British: British Values**: a list of 5 qualities which people living in Britain should follow: the rule of law, democracy, mutual respect, individual liberty and tolerance of those with different faiths and beliefs.

**Radicalisation**: when people change to hold extreme views, usually connected to politics or religion; they may agree with violent action to support their beliefs.

**World Events**: natural and manmade situations that have a far reaching impact on peoples lives, both in the country of origin and beyond.

**Culture & Faith**: the ideas, customs and social behaviour of a particular people or society, and how it may, or may not, relate to their religion.

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## Controversial Issues: Setting the Scene

1. **Careful planning and management** plays a particularly crucial role when teaching and learning involves students discussing sensitive or controversial issues in the classroom. The very nature of controversial topics can evoke thoughts and feelings at a very personal level. Students may feel uncomfortable, angry or unable to contribute. Try to re-focus the class on issues rather than opinions.
2. Plan **small groups** for discussion: use the **6 Step Plan**.
3. The teacher/ tutor will need to **facilitate a balanced discussion**, and enable students to develop the skills to put their point across in a clear and respectful manner. Practice is key. **Model strategies & techniques**/ watch respected experienced teachers in subjects like RE where controversial topics are part of the curriculum.
4. **Identify** potentially sensitive and controversial topics in your **curriculum planning**: alert students/ **parents** & provide an opportunity for them to raise concerns outside of the lesson before teaching. Provide links to Support Services.
5. Examine your **own stance** : aim to focus on the '**issue**' over your own opinion.
6. **Plenary**: acknowledge the challenges associated with participating in this type of discussion and invite reflection and feedback to inform future teaching practice.



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# Ground Rules

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**Objective:** To encourage the use of 'Ground Rules' (L, S & R) as a successful way of creating a safe environment in which to open dialogue around sensitive and controversial issues.

Familiarisation with using '**LISTEN**, **SECURE**/ **SAFE** and **RESPECT**'.

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**Definition:** The *ground rules* for something are the **basic principles** on which a dialogue about a controversial issue will be based:

**'The class agrees the ground rules for the current topic to create the right environment to talk about difficult issues'.** (Ground Rules/ Circle Time: need to be age appropriate)

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**LISTEN**

**LISTEN: Everyone is listened to, and each point made makes a useful contribution.**

Agree on ground rules co-operatively at the start of a topic.

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**SECURE/ SAFE**

**SECURE/SAFE: It is a secure & safe space to ask questions and share ideas: focus on issues rather than personal examples**

Remind the class that it is important to have a secure & safe environment where everyone is listened to.

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**RESPECT**

**RESPECT: We can respect the right of everyone to express their view- even if we do not agree with it.**

Comments are not to be personal, and discussion will remain in the room.

**REFLECTION/ DEBRIEF/ PLENARY**

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## '6 Step Plan' to Teaching Sensitive & Controversial Issues in the Classroom

The Suffolk SACRE '**6 Step Plan**' has been designed to provide a structured and considered approach to opening dialogue around sensitive and controversial issues.

The 6 steps commence only when **Ground Rules** (LSR) have been agreed or set. The 6 Step Plan then begins ; by focusing on an **issue or source** rather than starting with requesting personal opinions.

The purpose of starting with a Big Question that focuses on an **issue** rather than an opinion is to distance everyone from having to state personal views from the outset. Step 2 encourages further distance: focusing on a **source** rather than opinion, allowing for further thought and raising different arguments. Sharing/ dialogue only begins at Step 5 when it is hoped that individuals will have had time to think before speaking. This creates a safer environment for discussion.

### 1. BIG QUESTION

Introduce the 'Big Question': an open question to get us thinking. Focus on an issue, not an opinion. This is a safe way to start a discussion. 'Issue over opinion'

### 2. SOURCES

Choose a secondary source- discover varied views/ perspectives (x3 at least) of an issue.

Stories, literature, poetry, faith quotes, Scripture, photos, historical statements, film, drama, role play, scenarios and podcasts.

### 3. THINKING/ RESEARCH TASK

Set an open question based on the source to encourage students to think and research different ideas, before writing and speaking. This gives them a chance to sort through and find evidence to support feelings and opinions before sharing.

### 6. REFLECTION/ PLENARY TASK

Plenary (debriefing) : 'Today we have discussed a difficult issue & we have found...'

Students to have time to provide one thought as they leave e.g. Wall of Wisdom/ evaluation sheet.

### 5. DIALOGUE/ SHARING TASK

Steer and direct dialogue through the use of open questions. Dialogue can be small table discussions/ a group task/ a silent debate: small discussion groups are better than whole class. Provide 'sharing time'.

### 4. WRITTEN TASK

Written task: using thoughts gathered from step 1,2 & 3, students to write down their response/ comments/ questions.

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# Open ?

**Objective:** To encourage the use of **open questions** as a successful way of opening dialogue around sensitive and controversial issues.

**Definition:** An open question is a question that cannot be answered with a yes or no but requires a developed answer. Focus on issues, not opinions.

**Dialogue Tool-Box Technique:** Open Questions

**Methodology:** Most teachers are very comfortable with asking open questions. The examples included may need to be adapted for your class. However, they are provided as a **starting point for staff and students** who may need a few ideas if they are new to asking questions in order to open dialogue around sensitive or controversial issues.

OPEN QUESTIONS

## Questions that seek clarification



\* EXAMPLES

Can you explain that?  
What do you think this source is about?  
Can you give me an example of?  
What questions does this raise?

OPEN QUESTIONS

## Questions that probe reasons and evidence



\* EXAMPLES

Why do think that this issue...?  
How do you know that this issue...?  
What are your reasons?  
What evidence do you have that this issue...?

OPEN QUESTIONS

## Further open questions



\* EXAMPLES

What other views might exist?  
What would the consequence of that be?  
What questions could you raise about that?  
Where have we got to/  
who can summarise?

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# FAQ

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**During our consultations many questions were raised around teaching controversial and sensitive issues. Sometimes there are no set answers. However, there are useful principles and suggestions that can be considered, as well as some practical examples.**

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FAQ How old should pupils be before raising these controversial topics? Are my Pupils too young?



There are no set rules: the answer often depends on factors such as personal experiences, maturity, context, resilience, conceptual & language development, parental support, school ethos.

FAQ We are a small rural Primary school with a 'Mono-culture' how can I raise controversial topics that seem so alien and irrelevant to them?



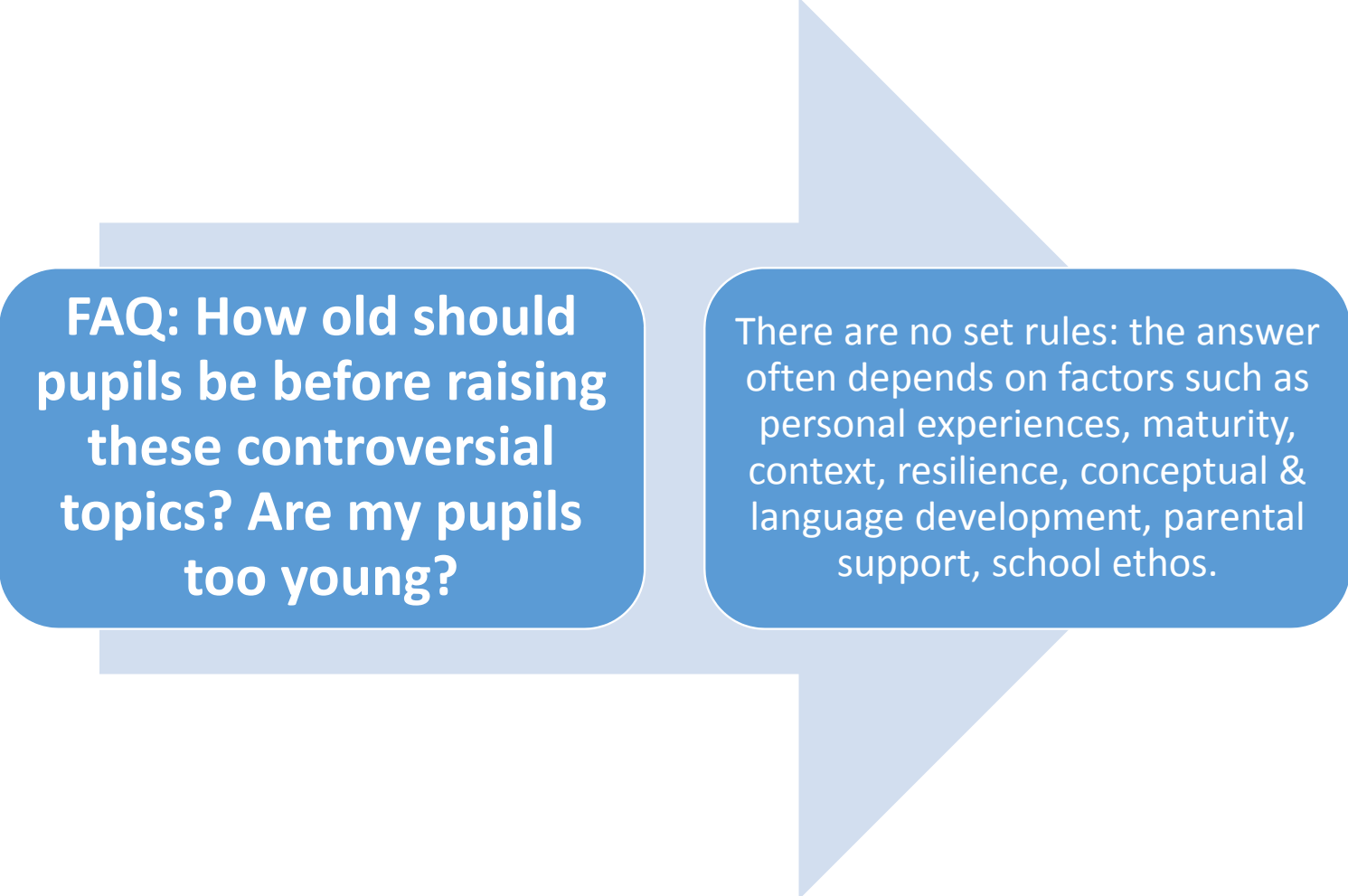
Context and resilience are important factors to consider. However, we live in a wider world where the Prevent duty themes are prevalent, and as educators we nurture, prepare and build skills and resilience for this reality ; sensitively.

FAQ Raising topics like this will scare my pupils. How can I protect my pupils from unnecessary distress whilst building resilience and preparing them for life?



Teaching is a nurturing and caring profession, where the emotional and developmental needs of the students are forever in our thoughts. Building personal, social and emotional skills (PSHE) is key to developing coping strategies for students. Providing pastoral support and having systems in place to refer students if distressed are also important.





**FAQ: How old should pupils be before raising these controversial topics? Are my pupils too young?**

There are no set rules: the answer often depends on factors such as personal experiences, maturity, context, resilience, conceptual & language development, parental support, school ethos.

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## How old should pupils be before raising these controversial topics? Are my Pupils too young?

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There are no set rules: the answer often depends on factors such as personal experiences, maturity, context, resilience, conceptual & language development, parental support and school ethos.

When designing a Scheme of Work keep in mind '**Conceptual Steps**': some topics like Belonging, Being British and Tolerance work well at KS 1 and can help to build resilience and skills to deal with later topics like Hate Crime, Radicalisation and Extremism.

There are some useful **frameworks** that can be used for guidance:

The Suffolk Agreed Syllabus (SACRE [www.suffolklearning.co.uk](http://www.suffolklearning.co.uk) )

Lets Talk About It ( [www.ltai.info](http://www.ltai.info) ) is a useful framework at Secondary level.

The PSHE Association ( [www.pshe-association.org.uk](http://www.pshe-association.org.uk) ) for all Key Stages.

BBC Bitesize ( [www.bbc.co.uk/education](http://www.bbc.co.uk/education) ) offers clear headings/ appropriate language and themes by all key stages.

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### CONCEPTUAL STEP A

E.g. EYFS/ KS 1



Being British- using stories about Muslims and Christians- looking at 'Sameness v Differences' : treating others as you would like to be treated  
Belonging/ Tolerance :class/ school ethos

### CONCEPTUAL STEP B

E.g. KS 2/ 3



Being British: Looking at the Golden Rule: Links with World Religions, & Being British: expanding on KS 1.  
Belonging/ Tolerance and respect- definitions/ examples in the local community- examples like anger/ Wider world examples- fighting v peace  
World Events : Linking to tolerance

### CONCEPTUAL STEP C

E.g. KS 4/ 5



Being British: Living in a respectful society: can you respect someone when you disagree with them?  
Hate Crime- Islamophobia : John Locke/ Voltaire  
Radicalisation/ Extremism

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# Resource List

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## **List of Government resources useful for schools:**

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC Guidance Maintained Schools.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

SMSC Guidance: January 2015 Ofsted Handbook

[www.gov.uk](http://www.gov.uk) : The Prevent Duty : Departmental advice for school and childcare providers June 2015

[www.gov.uk](http://www.gov.uk) : Revised Prevent Duty guidance for England and Wales July 2015

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Further guidance: Lets Talk About It: Working Together to Prevent Terrorism:  
[www.ltai.info](http://www.ltai.info)

# Resource List : Tool Box Techniques

Teachers Notes/ Comments	For all KS	TITLE: Dialogue/ discussion/ small group : Tool Box Techniques	ISBN/ LINK	PAGE/ TASK
	For all KS	Participation: Spice It Up: Practical tools for engaging children and young people : Save the Children	1-84187-062-5	All
	For all KS	101 Great Ideas: Strategies for spiritual and moral development in the RE classroom: lots of techniques to use for dialogue and small group work. RE Today.	978-1905893751	All

# Resource List: Sense of Belonging

Teachers Notes/ Comments	KS	TITLE: Belonging	ISBN/ LINK	PAGE/ TASK
	AGE 4-7/ KS 1	Opening Up Belonging: Learning from religion: RE Today: Stories of belonging in 4 religions	978-1-905893-36-2	P2- 12
	KS 2	Opening Up Belonging: Learning from religion: RE Today: Belonging through fiction and creative writing	978-1-905893-36-2	P22- 23
	KS 3	BBC Bitesize: Religious Studies section: Topic- Practices and Belonging by each faith group: useful for research task on faith and belonging.	<a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a>	RS KS 3
	KS 4	BBC Bitesize GCSE section on Religious Studies: looks at Practises and Belonging under each Religion	<a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a>	RS GCSE

# Resource List: TERRORISM

Teachers Notes/ Comments	KS	TITLE: Terrorism	ISBN/ LINK	PAGE/ TASK
	KS 1/ 2	BBC Bitesize Education: PSHE section: Conflict Resolution and Mediation Class Clips: How can you cope with feeling angry	<a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a>	PSHE KS1 KS2
	KS 4/5	Lets Talk About It <a href="http://www.ltai.info">www.ltai.info</a> : film clip: A Community Response to Extremism	<a href="http://www.ltai.info">www.ltai.info</a>	Resources tab
	KS 4	Relationships: Stereotypes, prejudice & discrimination class clips	<a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a>	PSHE KS4
	KS 4	BBC Bitesize GCSE Religious Studies section: War and Peace	<a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a>	RS GCSE

# Resource List: TOLERANCE

Tolerance Teachers Notes/ Comments	KS	TITLE : Tolerance  Please also refer to 'SEAL' resources on building emotional resilience: all KS	ISBN/ LINK	PAGE/ TASK
	KS 1	Religious Education & British Values- RE Today : We are all the same; we are all different.	978-1-910261-10-1	p18
	KS 2	Religious Education & British Values- RE Today : The Golden Rule: treat others as you wish to be treated	978-1-910261-10-1	p21
	KS 3/4	Religious Education & British Values- RE Today : Tolerance and Respect: Islamophobia: agreeing to disagree	978-1-910261-10-1	P40- 50
	KS 1/2/3	BBC Bitesize: PSHE- Conflict Resolution and Mediation Class Clips: seeing both sides of a story: PSHE-Differences and Similarities: Experiencing racism	<a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a>	PSHE



# Resource List: EXTREMISM

Teachers Notes/ Comments	KS	TITLE : Extremism	ISBN/ LINK	PAGE/ TASK
	KS 4	Lets Talk About It <a href="http://www.ltai.info">www.ltai.info</a> : film clip: A Community Response to Extremism/ useful definitions and links/ clips updated and vetted.	<a href="http://www.ltai.info">www.ltai.info</a>	Home Page Tabs
	KS 4	BBC News for current events and coverage of extremist activity	<a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a>	Home page
		Suffolk SACRE Prevent Teaching Controversial Issues Toolkit		25

# Resource List: WORLD EVENTS

Teachers Notes/ Comments	KS	TITLE : World Events	ISBN/ LINK	PAGE/ TASK
	KS 1/2/3	Children's BBC Newsround: items on current events: fun stories, games, pictures and videos on world events	<a href="http://www.bbc.co.uk/newsround">www.bbc.co.uk/newsround</a>	Topics Home Pages
	KS 4/5	Lets Talk About It <a href="http://www.ltai.info">www.ltai.info</a> : film clip: world events linked to the Prevent duty/ extremism/ terrorism etc	<a href="http://www.ltai.info">www.ltai.info</a>	videos
	KS 1/2/3 /4	BBC Bitesize regularly update Class Clips and cover current events at an appropriate level.	<a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a>	Home Pages
	KS 4/5	BBC News pages covering world events	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>	Home page

# Resource List: RADICALISATION

Teachers Notes/ Comments	KS	TITLE : Radicalisation	ISBN/ LINK	PAGE/ TASK
	KS 4	Lets Talk About It <a href="http://www.ltai.info">www.ltai.info</a> : film clips found under resources/ definitions/ support links	<a href="http://www.ltai.info">www.ltai.info</a>	Tabs

# Resource List: CULTURE and FAITH

Teachers Notes/ Comments	KS	TITLE : Culture and Faith	ISBN/ LINK	PAGE/ TASK
Speakers from each faith organised through <a href="http://www.eefa.net">www.eefa.net</a>	KS 1-4	Sharing Our Stories (KS 4) : Some personal reflections on life and faith from people of faith living in Suffolk: SIFRE Speakers from each religious faith can come into your school: <a href="http://www.eefa.net">www.eefa.net</a>	<a href="http://www.sifre.org.uk">www.sifre.org.uk</a> 978-1-902360-17-1  Contact EEFA <a href="http://www.eefa.net">www.eefa.net</a>	All text: by religion
	KS 1/2	BBC Bitesize : PSHE/ RE- Differences and Similarities: Meet a young Sikh/ Jew/ Christian/ Muslim	<a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a>	KS2 PSHE RE
	KS 1/2/3	Opening up Community: learning from religion: RE Today	978-1-905893-62-1	All text
	KS 1/2/3	Opening up Values: learning from religion: RE Today	978-1-905893-30-0	All text

# Resource List: BEING BRITISH

Teachers Notes/ Comments	KS	TITLE : Being British	ISBN/ LINK	PAGE/ TASK
	KS 1	Religious Education & British Values- RE Today : Values through stories: Christian and Muslim examples	978-1-910261-10-1	P14-20
	KS 2	Religious Education & British Values- RE Today : The Golden Rule: Why it matters to treat others as you wish to be treated	978-1-910261-10-1	P21-24
	KS 3/4	Religious Education & British Values- RE Today : Rule of Law/ Individual Liberty	978-1-910261-10-1	P28-39
	KS 3/4	Identity and Diversity: PSHE Class Clips: Becoming a British Citizen	<a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a>	PSHE KS3/4

# Resource List: HATE CRIME

Teachers Notes/ Comments	KS	TITLE: Hate Crime	ISBN/ LINK	PAGE/ TASK
	KS 1	Religious Education & British Values- RE Today : We are all the same; we are all different. First conceptual step.	978-1-910261-10-1	P18-20
	KS 2	Religious Education & British Values- RE Today : The Golden Rule: Why it matters to treat others as you wish to be treated. Second conceptual step.	978-1-910261-10-1	P21-24
	KS 3/4	Religious Education & British Values- RE Today : Tolerance and Respect: agreeing to disagree	978-1-910261-10-1	p43
	KS 4	Relationships: Stereotypes, prejudice & discrimination class clips: The killing of Sophie Lancaster	<a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a>	PSHE KS4

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# Additional CPD Slides

- 1. Teacher Consideration**
- 2. Controversial Issues : Setting the Scene**

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# Teacher Consideration

1. Be aware that staff may all be at different stages on their personal development with delivering controversial issues: some will lack confidence; others will be familiar with these skills. Primary staff may feel very comfortable with the planning and management section. However, non-specialist **PSHE Secondary teachers and Tutors** may need this guidance, and may require the chance to shadow an experienced teacher of controversial issues and practice using open questions and the 6 Step Plan.
2. **Be open** about the issues associated with discussing sensitive issues and controversial topics like those raised by the Prevent duty
3. **Agree strategies** that can be used to help open dialogue
4. Consider how to **create a 'safe' environment** to enable discussion: begin with **Ground Rules (L S R : Listen, Safe, Respect)** and Circle Time: e.g.
  - Respect for the opinions, experiences of others
  - A reasoned expression of stance, views and opinions
  - An expectation that their views may be challenged
  - A willingness to examine and evaluate their own opinion as well as the opinions of others
  - A focus on the ideas being expressed NOT the person expressing them- to avoid personalisation
  - Group can 'agree to disagree' when consensus cannot be reached or it is not sensible or appropriate due to the nature of the issue



A vertical bar on the left side of the slide, divided into three colored sections: red at the top with a white letter 'L', yellow in the middle with a white letter 'S', and green at the bottom with a white letter 'R'.

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## Controversial Issues: Setting the Scene

1. **Careful planning and management** plays a particularly crucial role when teaching and learning involves students discussing sensitive or controversial issues in the classroom:
  - **Emotional Literacy** of the students in your class will need to be considered.
  - Accommodating the **most vulnerable** in your classroom is also important (P Scales may need to be built into the tasks)
  - Teaching in **mixed age classes** will take particular careful planning: small group discussion tasks could be devised to take the students Emotional Literacy and maturity into account.
  - It can be useful to inform **parents** of the controversial issues covered in each year group: stress the focus on issues rather than on opinions. Mention the development of debating skills, critical thinking and philosophical consideration of varied arguments. The 6 Step methodology could be shared so that parents understand that there is a framework/ structure.

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Thanks to all of our fantastic consultation contributors for their comments, ideas and critique.	CONSULTATION BASE: 6 consultation hubs were set up around Suffolk:
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Dawn Williams	Lowestoft
Ian Owens	Lowestoft

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