

Introduction to F&BF Online Resources



The Faith & Belief Forum has worked tirelessly for over 20 years to build good relations between people of all faiths and beliefs, and to create a society where difference is celebrated. Founded in 1997 as the Three Faiths Forum, we work directly with people in businesses, schools, universities and in the wider community.

Schools work

We believe that young people should feel confident communicating and collaborating with anybody, regardless of their faith, belief, culture or background. Questions of belief and personal identity have never been more complex for young people. The ease with which people can connect with one another across the globe, and the massive cultural diversity found in the UK, means that young people need the skills and confidence to navigate this terrain.

F&BF's work to date has been working directly with schools; Linking schools, running workshops and CPD training. We are creating a suite of online resources aimed at teachers, to enable us to share our expertise and methodologies with education professionals in a scalable and sustainable way, that is attractive to overworked teachers and underfunded schools.

Our in-house team of educationalists have written lesson plans for KS3 teachers of RE, PSHE, Humanities and Citizenship, in collaboration with a KS3 specialist RE teacher.

We have three packages covering these subjects:

- 1** Safe Space (in pilot)
- 2** Identity (in development)
- 3** Controversial Issues (in planning)

Each package teaches students invaluable life skills, centered around our methodologies of skills for interfaith; having meaningful encounters and dialogues with others. They are designed to take students on a journey:

- 1 Setting the space and learning the skills needed to make sure everyone is comfortable to have dialogues
- 2 Exploring their own and each other's identities in understanding and celebrating difference
- 3 Exploring the challenges that all the above bring and their place as active citizens in society

The lesson plans work best, taught in order and each lesson extends the learning of the previous, and each package transitions into the next topic taking on prior learning and extending students learning.

Curriculum links

The resource aims to address specific learning objectives in the RE, PSHE, Citizenship curriculum. The resources will also map to articles in the UNICEF rights respecting charter as well as other non-curriculum subjects and issues. We are initially aiming the resources for KS3, as this is a transition point in the system and can serve as an 'anchor' in which we can scale up or down to the relevant Key Stage in the future.

The learning objectives have been taken from the latest published documents provided by the PSHE foundation, RE online and The Association of Citizenship teaching. These include plans and future proposals for curricula, as it is important to future-proof the digital resources. A practicing RE teacher has helped map the resources.

Identity Package

1 Introduction

As with Safe Space, the Identity package is made up of a film and six lesson plans, each with an accompanying presentation to be used in class, including any activity sheets required.

Now that a Safe Space has been set with students and the principles for dialogue explored, this package will extend their learning journey and transition to exploring their own and other's identities to understand and celebrate difference.

2 The film

The film has been created to encourage exploration and discussion around the theme of identity. It is designed to be open ended and as a centre piece to explore the nuances, challenges and complexities that make up a person's individual or group identity. We encourage you to pause, discuss, reflect and draw out observations through the images and interpretive narrative. The lesson plans refer to scenes in the film, with key questions to help students explore identity.

3 Package details

Lesson 1 **What Is Identity?**

This lesson is about introducing the concept of identity and exploring what makes up our identity and how it is created. It also explores where people get their identities from and how they are formed.

Learning Objectives:

- To explore and understand the concept of identity
- To learn and understand the different things that make up our identity
- To reflect on what influences our identity and how it is created

Lesson 2 **Visible and Invisible Identity**

This lesson will begin to explore the idea that identity is complex, that it has many layers to it and each person's identity is a huge part of who they are and what is important to them. Students will learn that there are parts of our identity that are visible to others and parts that are invisible, either because we don't choose to share them or as simple as they can't be seen by others. Through the metaphor of a backpack, which the film highlights, this lesson will explore visible and invisible identity.

Learning Objectives:

- To develop an understanding of our own uniqueness and respect that of others
- To explore and appreciate our own and other's identities
- To understand there are visible and invisible parts to our identities

Lesson 3 Similarities & Differences

In this lesson students will be examining their own identity and the stereotypes associated with their identity. We will also challenge stereotypes by listening to other's stories and finding similarities and differences with each other. Stereotypes are examined as participants share stories about when they were proud to be part of a group and when it was especially hurtful for example, when an assumption was made by an association with a group. Hopefully, this lesson will help us think about stereotypes more critically and how to demystify them.

Learning Objectives:

- To explore what aspects of our identity are important to us and others
- To identify similarities and differences with other's identities
- To share aspects of our identity that make us proud but can also be challenging

Lesson 4 **Encounters and Narratives**

This lesson delves deeper into the fact that while we all belong to different groups which all comprise our identity, these groups are all made up of complex individuals too. These 'borderlines' are fluid, meaning that we can be similar to people in completely different groups, and also have differences with people in our own groups. With this understanding in mind, we start asking the students to think about what happens when we/they meet new people and how can we make sure we make full use of the opportunity to learn from them.

Learning Objectives:

- Exploring how and why we make assumptions about people
- Thinking about how we articulate ourselves and others

Lesson 5 **Identity Challenges**

In the last few lessons we've looked at what happens when we meet new people – how we can articulate our own identities, approach people with an open mind and ultimately navigate inevitable difference respectfully while finding and celebrating similarity. This lesson we'll be looking at difficulties when different people come together. We'll also be looking at spaces. Are there conversations or places in which certain aspects of our identities aren't welcome?

Learning Objectives:

- To think about aspects of our identities that are sometimes challenged
- To explore how we can make the places we share more inclusive

Lesson 6 **Identity Stories**

In this lesson students will utilise their creative writing skills as a vehicle to celebrate the many aspects/dimensions of their identity. We will focus on their own name as a basis to write poems/prose about their identity.

Learning Objectives:

- To celebrate students' own identity
- To use prose or poetry to express, explore and deepen self-awareness
- To understand the power of personal narratives to build self-esteem, break down barriers, demystify stereotypes and humanise people's stories

Curriculum Matrices for Identity package

The following pages show indicative maps of where we think this package fits with the RE, PSHE and Citizenship curricula:

Lesson 1 **What is Identity?**Year group **KS3**

Subject		
RE	PSHE	Citizenship
Living Difference III Concepts	Essential Skills and Attributes developed through the Programme of Study	DofE Programme of Study
<ul style="list-style-type: none"> • Identity: When has issues of Identity mattered to me? • Belonging: When has a community/family/clubs/groups/religion/unique skills mattered to me? • Places: When has a space/place/sacred place/place of worship mattered to me? • Ritual: when has a certain day of the year/month/week mattered to me? 	<ul style="list-style-type: none"> • Mental Wellbeing: maintaining a healthy self-concept • Clarifying own values (including reflection on the origins of personal values and beliefs) • Self-improvement through constructive self-reflection 	<ul style="list-style-type: none"> • Roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities

Lesson 2 Visible and Invisible Identity

Year group **KS3**

Subject		
RE Living Difference III Concepts	PSHE Essential Skills and Attributes developed through the Programme of Study	Citizenship DofE Programme of Study
<ul style="list-style-type: none"> • Symbolism: when have objects/ headwear/clothes/jewellery/ book/media mattered to me 	<ul style="list-style-type: none"> • Respect for others' right to their own beliefs, values and opinions • Clarifying own values (including reflection on the origins of personal values and beliefs) 	<ul style="list-style-type: none"> • Rights and responsibilities of citizens

Lesson 3 **Similarities & Differences**Year group **KS3**

Subject		
RE	PSHE	Citizenship
Living Difference III Concepts	Essential Skills and Attributes developed through the Programme of Study	DofE Programme of Study
<ul style="list-style-type: none"> • Responsibility and Laws 	<ul style="list-style-type: none"> • Identifying unhelpful thinking traps e.g. generalisations and stereotyping • Discernment in evaluating the arguments and opinions of other's • Evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health 	<ul style="list-style-type: none"> • Rights and responsibilities of citizens • Social cohesion • The nature of rules and laws

Lesson 4 **Encounter and Narrative**Year group **KS3**

Subject		
RE	PSHE	Citizenship
Living Difference III Concepts	Essential Skills and Attributes developed through the Programme of Study	DofE Programme of Study
<ul style="list-style-type: none"> • Identity: When have issues of Identity mattered to me? • Belonging: When has a community/family/clubs/groups/ religion/skills mattered to me? • Places: When has a space/ place/sacred place/place of worship mattered to me? 	<ul style="list-style-type: none"> • Re-evaluating values and beliefs in light of new learning, experience and evidence • Recalling and applying knowledge creatively in new situations 	

Lesson 5 **Identity Challenges**Year group **KS3**

Subject		
RE	PSHE	Citizenship
Living Difference III Concepts	Essential Skills and Attributes developed through the Programme of Study	DofE Programme of Study
<ul style="list-style-type: none"> • Belonging: When has a community/family/clubs/groups/religion/skills mattered to me? 	<ul style="list-style-type: none"> • Active listening and communication, team working and negotiation. 	<ul style="list-style-type: none"> • The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities

Lesson 6 **Identity Stories**Year group **KS3**

Subject		
RE Living Difference III Concepts	PSHE Essential Skills and Attributes developed through the Programme of Study	Citizenship DofE Programme of Study
<ul style="list-style-type: none"> • Identity and Belonging 	<ul style="list-style-type: none"> • Mental wellbeing: maintaining a healthy self-concept • Self-improvement through constructive self-reflection 	