F&BF Schools Programme

**Safe Space INTRODUCTION**

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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
2. Identity
3. Controversial Issues

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, RSE and 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 following published documents:

* **RE** [**Living Difference II**](https://documents.hants.gov.uk/education/LivingDifferenceIII-March2017.pdf): The agreed syllabus for religious education in Hampshire, Isle of Wight, Portsmouth, Southampton and the London Borough of Camden (where our central office is based).
* **PSHE foundation** [**Programme of Study for PSHE Education (Key Stages 1– 5)**](https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1Ð5). Updated to include the statutory requirements outlined in the new [**RSE curriculum**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)

# Citizenship [The national curriculum in England: citizenship programmes of study for Key Stages 3 and 4](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239060/SECONDARY_national_curriculum_-_Citizenship.pdf)

* **Spiritual, moral, social and cultural development objectives and British Values** [**Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

# UNICEF [Rights respecting schools](https://www.unicef.org.uk/rights-respecting-schools/)

More details as to how the learning objectives maps to each of the above curricula will follow.

**Safe Space Package**

# 1 Introduction

Core to the Faith & Belief Forums approach is establishing sensitive and meaningful spaces or ‘Safe Spaces’ for meaningful encounter. Safe Space may also be referred to as a ‘Framework for Encounter’ or ‘Principles for Dialogue.’ This framework sets out an intentional space for exploring, understanding and appreciating diverse perspectives, sensitivities and feelings

and lived experiences of identity, faith and belief.

Following consultations, leading educators expressed a need

for not only teaching students the skills above, but for supporting teachers to gain confidence in having more difficult conversations with their students:

‘‘I think there is space for clearer, practical guidance about how to actually create a safe space, advice that more specifically engages with what teachers are nervous about, and there is definitely still appetite for high quality lesson and assembly plans.’’ *(E. Hatton, DOE)*

This package of lessons and resources will introduce the importance of creating a ‘Safe Space’ with the students, exploring why it is helpful to agree on shared principles when working

with a group of people to enable everyone to feel comfortable to participate fully. The first lesson will support the students to create their own class safe space, after learning about the

‘RADIO’ principles and each lesson following will breakdown each letter of the ‘RADIO’ acronym exploring each principle.

The ‘RADIO’ principles are not exhaustive because Safe Space is not intended as a fixed ‘set of rules’ bestowed upon students by their teacher.

Instead, it is a reflective process in which the students themselves play a leading role in articulating what behaviours and mind-sets they need

from their peers to feel comfortable to open up, talk about their identities, explore other’s identities and ask questions. It is the teacher’s role to guide and prompt the students to generate shared principles for Safe Space

that will support the group to interact and have meaningful dialogues.

As a framework, creating a Safe Space allows and encourages recognition of topics and themes that might be sensitive, difficult or controversial

for an individual, group, class, school or community and develops skills to navigate and address these issues in the classroom and beyond. By creating a class set of principles and exploring the principles in each

lesson, the students receive the perfect introduction to enable them to go on to explore identity and controversial issues in the following packages.

“The Faith & Belief Forum have come up with a fantastic idea on how to deal with what I’m sure most teachers would agree are challenging topics to teach. Through these schemes of work and lesson plans, teachers will have access to innovative ways of teaching about Safe Space, identity and controversial issues. Due to the array of themes which can be covered within these topics, it can be tricky to direct the learning to a certain track whilst keeping it interesting and relevant. Yet, F&BF have found a way to really ensure a strong classroom climate is maintained through this package whilst highlighting a positive teacher-student relationship due to an effective classroom identity being made prevalent.

I feel the RADIO principles make up a crucial aspect of every classroom as they tackle such important issues within our society today. By having this idea of a Safe Space in every classroom, pupils will be encouraged

to be themselves and celebrate their identity and diversity. Not only does the package link in with the current curriculum and its needs but further builds on having a real sense of inclusivity for all.”

*(AR, KS3 teacher)*

The Safe Space lessons (Package 1) is the beginning of the student’s journey, and truly sets the students up to explore more challenging topics and provides them with real practical skills to use in ever day encounters in and out of school.

The Safe Space package is made up of a film with six lesson plans, which are written as a script for teachers, each with an accompanying PowerPoint to be used in class. The film will be accessible by a link within the PowerPoint presentations.

Lesson 1 **Setting a Safe Space**

Lesson 2 **The Letter R: ‘R’ is for Respect**

# Lesson 3 The Letter A: ‘A’ is for Active Listening Lesson 4 The Letter D: ‘D’ is for Dialogue, not Debate Lesson 5 The Letter I: ‘I’ is for ‘I’ Statements

Lesson 6 **The Letter O: ‘O’ is for Oops and Ouch**

## *Religion and Worldviews*

All Faith & Belief Forum resources have been developed

to reflect the proposed new vision and national entitlement put forward by the Commission on Religious Education

in their report “*Religion and Worldviews: The Way Forward. A national plan for RE* ”:

“Young people face many challenges in the modern world. Amongst these is learning to navigate the world of religion and belief. Controversy abounds and, in the midst of this, young people are seeking to understand the complex issues that are debated and to make their own decisions on these controversial matters. This is an academically demanding task. For many years, Religious Education (RE) has been

the school subject that has most equipped them for this task. In its history, RE has significantly changed its approach in response to the changing nature of society. The time

is now ripe for another development in approach if the subject is to be fit for purpose for the decades to come.

The nature of RE has changed over time to reflect new understandings and new social realities. At the time of the 1944 Education Act, it was known as Religious Instruction, was limited to Christianity and was the only compulsory subject. Over time, subject experts came to recognise that young people needed

to understand both a wider range of religious and non-religious world views and the idea of diversity within world views.

The time is right for a new vision for the subject if we

are to prepare children and young people for living in the increasingly diverse world in which they find themselves.”

## *SMSC*

The Safe Space resources maps to many of the spiritual, moral, social and cultural development objectives:

# Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

# Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

# Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the ‘British values’

of democracy, the rule of law, liberty, respect and tolerance.

# Cultural

Appreciate cultural influences; appreciate the role of Britain’s parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

## *British Values*

The Safe Space resource maps to the British Values referred to in the citizenship curriculum:

* Democracy
* The rule of law
* Individual liberty
* Mutual respect
* Tolerance of those of different faiths and beliefs

## *UNICEF UK Rights Respecting Schools*

The Safe Space resource maps to the following articles from the United Nations Convention on the Rights of the Child.

Pupils commit to:

* Being the best that they can be. Listening in lessons and completing all work set *(Article 28)*
* Using Pupil Voice to improve their school life *(Article 12)*

Staff commit to:

* Giving every pupil the opportunity and respect to voice their views
* Making decisions with the pupils’ views in mind *(Article 12)*

Pupils and Staff:

* Not saying what we think if it is hurtful or offensive
* Listening to and considering what others have to say *(Article 12)*
* Being responsible for looking after one another
* Following the school rules *(Article 19)*
* Treating everyone equally, no matter their religion, race or gender *(Article 3)*

# Curriculum Matrix

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| --- | --- | --- | --- | --- | --- |
|  | | Subject | | | |
| **Lesson** | **Key Stage** | **RE** | **PSHE and RSE** | **Citizenship** | **Other** |
| Lesson 1. | KS3 | Enquiry, |  | Pupils should |  |
| Setting a |  | application, | understand the |
| Safe Space |  | communities, | nature of law. |
|  |  | diversity, belief |  |
|  |  | and practices. |  |
| Lesson 2. R is for Respect | KS3 |  | Stereotyping, respect, behaviors and emotions. |  |  |
|  |  | Respectful relationships. |

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|  | | Subject | | | |
| **Lesson** | **Key Stage** | **RE** | **PSHE and RSE** | **Citizenship** | **Other** |
| Lesson 3.  A is for Active Listening | KS3 | Developing tolerance, respect and empathy. | Relationships; it is vital to create relationships in order to really  understand people and diversity. | Developing skills through reasoned arguments. | Cross curriculum: Learning in general focuses much on listening skills, therefore this lesson can be applied to most subjects. |
| Lesson 4: D is for Dialogue | KS3 | Morality and making moral decisions/choices. Prepares students for opportunities, responsibilities and experiences in later life. | Relationships; it is vital to create relationships in order to really  understand people and diversity. | Teaching students to weigh evidence, debate and  make reasoned arguments. | Cross curriculum: Teachers should develop pupils’ spoken language, reading, writing and vocab. |

# Curriculum Matrix

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| --- | --- | --- | --- | --- | --- |
|  | | Subject | | | |
| **Lesson** | **Key Stage** | **RE** | **PSHE and RSE** | **Citizenship** | **Other** |
| Lesson 5:  I Statements | KS3 | Enquiry, application, communities, diversity, belief and practices. | Stereotyping, respect, behaviors and emotions. | Crossover with PSHE and RE (respect and communities), identity, social and moral dilemmas. |  |
| Lesson 6:  Oops and Ouch | KS3 | Mental development and diversity. | Stereotyping, respect, behaviors and emotions. | Teaching students how to be responsible citizens. |  |

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We are excited you are using this package with your school and students and would welcome your feedback, as we are constantly evaluating and improving these resources.

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[**The Faith & Belief Forum**](https://faithbeliefforum.org/)