



## CASE STUDY

# Manorfield Charitable Foundation, Building Resilience to Extremism Through Enquiry

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## OVERVIEW

Building Resilience to Extremism Through Enquiry is a schools-based train-the-trainer and extremism-awareness project working with primary and secondary school teachers and their students (aged 10–15). It is based on the Philosophy for Children (P4C) approach, a methodology that promotes learning through dialogue and philosophical enquiry. The project delivers a multi-session training course combined with one-to-one coaching support designed to empower teachers with the confidence and skills to facilitate discussions on extremism and terrorism in their classrooms. In addition, participating teachers deliver a course of discussion-focused lessons on extremism to their students, which foster understanding and critical thinking while preparing students to challenge hate and intolerance in their communities.

## BENEFICIARIES

- **28** teachers
- **1,090** primary and secondary education students
- **15** schools
- **7** boroughs

## PROJECT RESULTS

**24%**

teachers' capacity and intention to deliver discussion-focused lessons on extremism, terrorism and radicalisation in their classrooms and schools

**19%**

students' awareness and concern about extremist ideologies and narratives, the radicalisation process and their effects on individuals and society

## PROJECT ACTIVITIES

### Teachers:

**Teacher Training Course** – Teachers receive a comprehensive 2-day training course in which they learn to implement the P4C approach and the BREE resources. This is followed by three 1-hour development sessions where the teachers come together online to share their experiences delivering the BREE curriculum and further improve their knowledge and skills.

**Coaching Sessions** – Over the course of the project, teachers at each school receive one personalised coaching session. These sessions focus on refining their teaching strategies, addressing specific classroom challenges and ensuring the effective implementation of the BREE curriculum.

### Students:

**Teacher-Led Lessons** – Teachers lead a series of discussion-focused lessons with their classes exploring three topics: individual and shared identities; understanding extremism, terrorism and the radicalisation process through historical case studies; and how to respond effectively to hate incidents and intolerant views. The BREE curriculum is delivered weekly over the course of eight 45-minute lessons for primary education students and three 45-minute lessons for secondary education students.

## TESTIMONIAL

‘Our students are from diverse backgrounds. Barking and Dagenham has socio-economic problems, with a history of Islamist and far-right radicalisation. We wanted to address these topics in a child appropriate and safe manner, equipping them with the knowledge to safeguard their future. This training allowed our teachers to really get to grips with the concepts and how to teach the topics appropriately, with freedom to tailor lessons to our needs. We also benefited from coaching support offered by the Manorfield facilitators. The children loved the P4C approach and the discussion-based tasks. The opportunity to share their ideas really gave them the feeling that they are being heard and their opinions matter. It also meant that our students understood the sensitive topics while establishing good values, helping them to be citizens of the future that will contribute positively to their community.’ – Teacher