



CASE STUDY

Manorfield Charitable Foundation, BREE: Building Resilience to Extremism Through Enquiry

 Email

 Website

ABOUT

BREE 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) methodology, an approach 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.

THEMES

Types of prejudice/discrimination: Racism; Religious intolerance; Anti-Muslim hate; Extreme misogyny.

Extremist ideologies: General; Far-right extremism; Islamist extremism; Misogynist extremism, incl. Incels.

Prevention topics: Understanding prejudice; Understanding extremism; Radicalisation/ radicalisation reporting; Counter-narratives; Upskilling practitioners.

BENEFICIARIES

30 teachers

873 primary education students

160 secondary education students

17 schools

5 boroughs



PROJECT ACTIVITIES

Teachers:

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

P4C Teacher Toolkit – Teachers gain access to the full BREE teaching and learning toolkit, including lesson plans, slide presentations and all the materials needed to carry out the lessons in the classroom. All materials are delivered in editable format and updated during the project to align with current events.

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 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. Teachers deliver the BREE curriculum to their students over the course of five to six 45-minute lessons.

PROJECT RESULTS

Teachers:

25%

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

'Good'

quality of implementation (score of 0.79 out of 1.00) based on teacher ratings for the engagement, relevance and organisation of project activities

Students:

20%

increase in students' awareness and concern about extremist ideologies and narratives, the radicalisation process and extremism's effects on individuals and society

TESTIMONIAL

'The project provided us with expert resources to explicitly teach issues around terrorism in a sensitive manner. This provided staff with the reassurance that the materials they were delivering had been researched and trialled beforehand, and alongside the training, would build staff confidence.' – School leadership

'We were attracted by the fact that BREE is not a one-off workshop but a carefully designed teaching course that we can embed into our curriculum. The project helped us further develop our key teaching and learning principles and update our knowledge of P4C.' – School leadership

'We were well supported by the project facilitators and worked collaboratively with them to adapt lessons to ensure the materials would fit in with the context of our school and become a permanent part of our PSHE curriculum. We have recommitted to the project for new teachers.' – School leadership