

## Examples

<b>Assimilation</b>	Expecting young people to fit in by not talking about their faiths/beliefs
<b>Invisibility</b>	Not recognising faith/belief diversity- religion is not relevant, we are all here to learn
<b>Exclusion</b>	Faith/belief diversity requirements or considerations are not considered part of routine thereby resulting in difficulty for pupils to fully participate e.g. not providing appropriate places to pray or time off for workshop, or appropriate dietary requirements
<b>Sanitisation</b>	Refusal to recognise that sectarianism could be an issue. For example, ‘We have not got any other religions here or sectarianism is only to do with football on the West Coast-it’s not an issue here’
<b>Normativism</b>	Assuming that everyone has Christian values in your youth group, school, workplace and letting those assumption dominate your thinking and practice
<b>Bias</b>	Attributing different values to different faiths/beliefs e.g. ‘The devout Christian, the fanatical Muslim’
<b>Blaming the Victim</b>	Seeing someone’s faith/belief as the problem. ‘ If they cover themselves from head to toe, they should be surprised if they get comments made to them’
<b>Patronising</b>	Making assumptions that nursery or early years pupils cannot be taught about sectarianism
<b>Stereotyping</b>	Making sweeping assumption “ All Muslims are terrorists, all Catholics have lots of children, All Pagans are evil...”
<b>Tokenism</b>	Faith and belief diversity presented as one-offs and exotic rather than as a structured or systematic marking of these diversities
<b>Exploitation</b>	Not bothering to find out about local people/agencies who can contribute to a school/youth group faith/diversity programme- instead relying on the goodwill of members of staff from those faith/belief groups
<b>Inneundo</b>	Jokes, comments or songs made about certain faiths/beliefs or people who follow those faiths/beliefs with the intention of mockery or derision e.g. ‘There was a

