

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	SACRE
Date:	18 November 2014
Title:	SACRE Youth Voice
Reference:	6191
Report From:	<i>Director of Children's Services</i>

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1. Summary

- 1.1. The purpose of this paper is to inform SACRE of the meetings of the Youth Voice to SACRE that have taken place since the last meeting.
- 1.2. The SACRE Youth Voice group has met twice since the last meeting on 9 July 2014 and 2 October 2014.

2. Contextual information

- 2.1. This paper supports the Corporate Strategy (maximising well being) by ensuring children's provision in religious education is secure.
- 2.2. The purpose of the SACRE Youth Voice is in line with the intention of the Agreed Syllabus itself, to create a forum for young people to have an opportunity to express their views on RE in relation to the provision for RE they are experiencing. Further, to use their experiences to inform future reviews of the County Agreed Syllabus.
- 2.3. Youth Voice to SACRE has been meeting for two years now. The June meeting brought together the Year 10 students who had been attending meetings during 2013/14, together with Year 9 students who would be attending Youth Voice meetings during 2014/15. This is the second such transition meeting and its success a mark of how the Youth Voice work has become established over the past two years. The October meeting brought together five secondary schools with one other school not being able to attend on this occasion. REC Young Ambassadors from Perins School continue to have an active role in the Hampshire Youth Voice to SACRE.

3. Youth Voice to SACRE concerns

- 3.1. Youth faith speakers: Over the past several meetings Youth Voice to SACRE has been discussing the merit of having visitors into school who are closer in age to secondary students. SACRE Youth Voice are now actively seeking the first group through several networks from Winchester University, Hampshire 6th Forms as well as former students from our secondary schools. SACRE support in finding young people prepared, and able, to take on this role would be welcome. An induction session will be planned to take place later this term or early in the spring term which will include some Youth Voice to SACRE representatives.
- 3.2. Primary RE: Youth Voice to SACRE raised a concern at the July 2014 meeting and further discussed in October 2014 to ensure that all children have a positive experience of RE in primary and secondary schools. In particular they are concerned to contribute to the work of ensuring that all children arrive in secondary school with the deepest respect for religion and other ways of life, importantly understand how religion impacts on people's lives. Youth Voice to SACRE has made the following recommendations (see below) for consideration.
- 3.3. Youth Voice to SACRE Conference 9 July 2015. It was agreed that this conference should be aimed at Year 8 students and that it was better for a fewer number of schools to attend with more students than more schools each with fewer students. For the first conference, Youth Voice members thought this would be better to build capacity over time. There would be space for six additional schools to be involved, in addition to students from the Youth Voice schools. Applications would be on a first-come first-served basis, although appreciating the need to involve schools from a wide range of communities within Hampshire. The conference will be planned according to the Cycle of Enquiry in the Hampshire Agreed Syllabus, investigating the concept of 'religion'. Youth Voice members will take a key role in leading and facilitating the conference. Contributions in due course from SACRE members would be welcome. Indications of interest from SACRE members who would be able to be involved should contact the inspector/adviser in the first instance. Links with existing county youth participation networks have been made. There is recognition of the importance of the educational dimension of this work in relation faith and belief.

4. Youth Voice to SACRE recommendations for SACRE's consideration

- 4.1. Primary schools that have RE days could consider inviting secondary school students to talk about different faiths and even, where they were suitably trained, to facilitate discussions/enquiries with the primary school students.
- 4.2. Secondary schools sometimes have RE events and days and could invite primary school students to join in.
- 4.3. KS2 students could be given the opportunity of more trips to places of worship. SACRE Youth Voice appreciate that this already happens in some cases, but no current Youth Voice members have had this opportunity in their primary schools. SACRE Youth Voice would encourage primary

coordinators of RE to link up with their secondary colleagues who may have more experience of organising such visits and be able to help put people in contact with good places of worship to visit.

- 4.4. Youth Voice noted that several secondary schools are extremely IT literate. It was suggested that on-line forums could be set up between secondary and feeder primary schools to enable dialogue and sharing of ideas about belief and faith.

5. Recommendation

- 5.1. That SACRE notes the report and endorses the recommendations.

CORPORATE OR LEGAL INFORMATION:**Links to the Corporate Strategy**

Hampshire safer and more secure for all:	no
Corporate Improvement plan link number (if appropriate):	
Maximising well-being:	yes
Corporate Improvement plan link number (if appropriate):	
Enhancing our quality of place:	no
Corporate Improvement plan link number (if appropriate):	

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

DocumentLocation

None

IMPACT ASSESSMENTS:

1. Equality Duty

1.1. The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

1.2. Equalities Impact Assessment:

1.1 It is anticipated that there will be a positive impact on the increased equality of opportunity for all Hampshire Children and young people in their ability to access their entitlement for RE.

1.2 It is intended that through improving the quality of RE across Hampshire there will be increased equality in terms of gender, ethnicity and disability in the attainment in RE at all key stages.

2. Impact on Crime and Disorder:

2.1. The critical thinking that is embarked on through high quality religious education gives young people a higher level of skill to think for themselves on impact behaviour positively in the public domain.

3. Climate Change:

- a) How does what is being proposed impact on our carbon footprint / energy consumption?

- b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

The critical thinking that is embarked on through high quality religious education gives young people a higher level of skill to think for themselves on matters related to climate change and impact behaviour.