

AUTUMN 2022

RADE News

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Climate Unity 2022

EARA update

New resources from the RADE Centre



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Editorial



Welcome to the autumn edition of the *Rights and Diversity Education* update.

It has been an extremely busy start to the new academic year, with many new networks and

connections being established to promote diversity and equality across Hampshire and Isle of Wight schools.

I'm very pleased that the work of our EARA group has now crossed the Solent and we have a primary and secondary EARA group established on the Isle of Wight. A group of students from Hampshire secondary school were invited to present to Isle of Wight students from seven secondary schools and inspire them going forward.

Our Climate Unity project of 2022 culminated in some truly inspiring installations across many public spaces in Hampshire from the Yellow Edge gallery in Gosport to the library in Farnborough. The installations represented the voices of many of our children and young people and those in the wider community. This was a great opportunity to engage everybody in the climate challenges that face us all.

Our Lady and St Joseph Primary School was one of only two Hampshire schools that were awarded the Queen's Canopy medal and their article in the update clearly articulates the wonderful work that the school does to care for and promote the environment.

Sharron Morton, the Headteacher at Binsted Primary School has been extremely proactive in further developing the diversity and equality agenda across the school and reached out to the local community for support in doing so. The impact on the children in the school is clear to see from the wonderful work they have been doing both in school and at home.

Included in this edition is an update on the UNICEF UK RRE conference, attended by

Brenda France, which focussed on how empowering children in our schools through their knowledge of rights, is having an impact on work with children beyond our schools.

Rights based approaches are an extremely effective vehicle for driving Equality and Diversity provision across the ethos, environment, and curriculum of a school. Training and support are available through the UNICEF RRSA award scheme and the Hampshire RRE website www.hants.gov.uk/educationandlearning/hias/teaching-learning/rights-respecting-education.

Thank you all for completing the annual prejudicial language and behaviour survey. I will be collating the results and sharing the headlines with you in a series of briefings in the spring term.

Prejudicial language and behaviour is evident in our wider communities and the Office of the Police and Crime Commissioner track and record hate crime and hate incidents across the county; they have shared some of the national data indicating recent trends.

It is important that we all recognise the impact of these incidents on our communities and seek to address and challenge the evolution of these attitudes with our children and young people.

As always, I have included in the update some of the recent additions to the RADE centre library collection. There are so many resources available for loan at the centre which can and will support practitioners in embedding diverse perspectives across the curriculum and environment in their school.

Please do not hesitate to contact me if you would like any more information regarding training, support, and advice.

I look forward to working with many more of you in the New Year.

Minnie Moore

RADE Adviser, HIAS

Climate Unity 2022

Hampshire school children flex their creative muscles in the fight against climate change

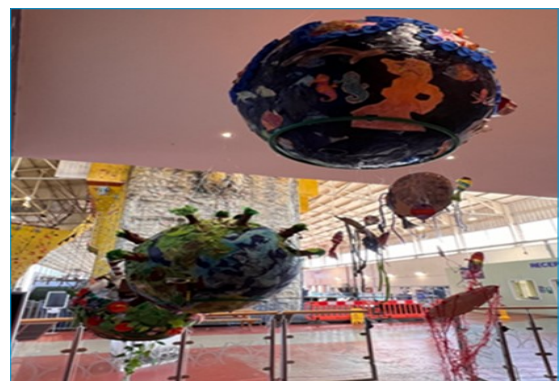
Through the power of the visual arts, Hampshire children and young people have used their creative talents to bring the climate change issues that matter to them to the attention of visitors to 14 public spaces across the county.

Whether browsing at Basingstoke Discovery Centre, enjoying a visit at Staunton Country Park, or getting active on a day out at Calshot Activities Centre, visitors will have had the opportunity to enjoy a wide array of interactive art installations created as part of the county council's Climate Unity project. The artwork aims to spark conversations about climate change and encourage people to act, for example, on pollution and plastics, energy use and deforestation.

The project is part of the ongoing collaboration between Hampshire schools to raise awareness of the climate challenges facing us all and included the work of 10 community groups in Hampshire alongside the work of Children and Young People.

"We are very pleased about the quality of the artwork, and I must say even just installing it made everyone interested and smile. The climate change messages told through the work produced by children really do have tremendous impact. I was pleased to have witnessed several members of staff chatting about climate change and what it means regarding their lifestyle, their conversations most certainly prompted by the exhibit."

(Lead Environmental Educator, Calshot Activities Centre)



Councillor Roz Chadd, the County Council's Deputy Leader and Executive Lead Member for Children's Services, said:

"Our work in Children's Services is always led with the child's voice fully in mind, so it is fantastic to see this project giving children a creative outlet to share their valued perspectives with others."

"As our youngest generation, today's children and young people will be the ones to take up the baton on climate issues in the future. Tellingly, the environment was one of the key concerns that children and their families told us about while seeking input into our Children and Young People Plan for 2022 to 2025 and was also voted the top concern in this year's Make Your Mark youth consultation. We know how much these issues matter to our children and young people, and how important it is for them to make their voices heard."

To accompany their artwork, children from St Swithun Wells Catholic Primary School in Chandler's Ford recorded their wishes, prayers, and poems about the future in different languages. Meanwhile, community group Transition Town Romsey created three pieces using wheels from different forms of transport to prompt people to consider the environmental impact of how they choose to travel.



The focus on *Climate Unity* seeks to emphasise that the climate crisis is a challenge facing everyone. Contributors were asked to create artwork using recycled materials and featuring circles to represent the planet as well as ideas about eternity and inclusion.

To give further context, QR codes are embedded into each piece of artwork and link to individual creators' thoughts, reflections, and messages about climate issues.



Councillor Jan Warwick, Executive Member for Climate Change and Sustainability at the authority, commented:

"Climate change affects everyone, and we all have a responsibility to do our bit to help tackle the issue. It's great to see so many children and community groups uniting in this way and flying the flag for this important common cause – especially during our Year of Climate Resilience."

"By using the medium of art, the project allows both installation contributors and visitors to discuss their concerns about the climate in a constructive and positive way, while raising greater awareness of the issues facing us all."



The Climate Unity project is delivered by Hampshire County Council services including its School Improvement team, Hampshire Libraries, Hampshire Outdoor Centres, Hampshire Countryside Service and Sir Harold Hillier Gardens. It follows the success of last summer's *Climate Change Forest*, an art installation in the grounds of Winchester Cathedral which featured over 100 abstract trees.



If you are interested in being part of the 2022/23 Climate Unity project, please contact Minnie Moore Minnie.moore@hants.gov.uk.

Queen's Canopy medal winners – Our Lady and St Joseph Catholic Primary School

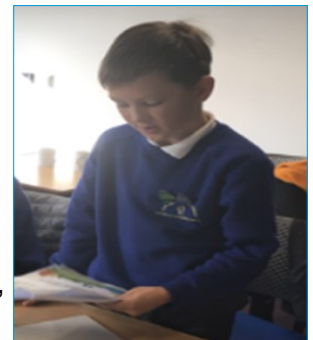
At Our Lady and St Joseph Catholic Primary School, our overarching school mission is *to empower children to have the knowledge, the will, and the strength to positively impact on the world in which they live*, with the aim to empower our children to become *architects of a better world*.

As part of this vision, during the academic year 2021/22, we have had a strong focus on our commitment to ecology. Using the ten topics set out by *Eco Schools* as our guide, we mapped a series of carefully planned eco initiatives throughout the year as part of our core and enrichment curriculum.

The blog below details our journey through each term. We hope it inspires other schools to trial some *eco endeavours* of their own.

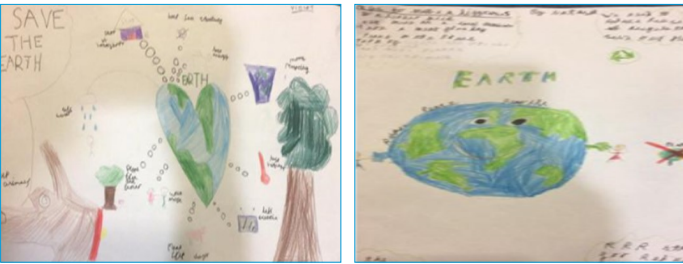
Autumn 2021

Our eco work began in the autumn term with a mini COP26 conference at the Primary Catholic Partnership School-Centred Initial Teacher Training (SCITT), inspired by the event for global leaders in



Glasgow. Our Year 6 school council met with other Year 6 children from our five partnership schools to discuss their thoughts on climate change and ideas to combat it. Each school created their own action plan to discuss with their school leaders, which helped to shape the plan for our ecology work at Our Lady and St Joseph Catholic Primary School.

As part of the COP26 conference, the children at all five schools came together to record a very special assembly around climate change and to share their individual school action plans with all 1700 children across the partnership. This was used as the launch for our first whole school *Earth Day*, where all children wrote letters to the Prime Minister about their climate change concerns and took part in a range of activities to learn more about the issues facing our planet.



More than £800 was collected across the partnership of schools for Action for Conservation as part of this event – a charity that *inspires and empowers young people to become the next generation of environmental leaders*, – which is very much in line with our own mission.

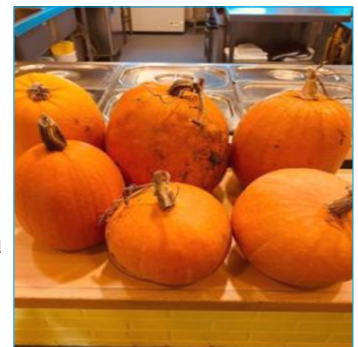
At Our Lady and St Joseph Catholic Primary School we have a seasonal growing programme on our school grounds, where each year group is responsible for a *planter* outside their classroom.

In September, we successfully harvested spinach and spring onion and our school chef Shell at Hampshire County Council Catering Services (HCS3) used them in the kitchen in a delicious pasta salad. Each year group also grew a different variety of lettuce each.

October brought us some spectacular pumpkins, having planted our seeds last spring. Again, these were used in the school kitchen, with some potatoes that we had grown to make a beautiful roasted side dish to eat in school, which was delicious.



The seeds from this year's pumpkins were then saved to plant later in the year. Our pupils have very much enjoyed eating their own produce, feeling a great sense of pride and achievement.



HCS3 have been very supportive in helping our children learn more about where their food comes from. Our Year 6 school council interviewed Shell in the kitchen, bringing their own list of questions to ask her, based on their learning.

Shell explained how our fruit and vegetables are always seasonal and that any items that are not are always frozen, so that they do not spoil. The children learned how the food comes to us through the most energy efficient route and how our ordering system at school means the correct amount of food is prepared, so that there is as little waste as possible.

HIAS curriculum update

School council also set up a special project to recycle crisp packet waste at school – creating a special station in which to recycle empty packets, which are then taken to our local Co-op, to be recycled. The children also had a fantastic idea to set up *compost bins* on the playground – special bins for our breaktime fruit waste, which is then regularly emptied by our eco team to put on the compost heap.

Each half-term, Our Lady and St Joseph Catholic Primary School take part in a *home learning* project around our eco foci. In the October half term, children were given cress seeds to plant as part of a *crazy cress* initiative – to grow cress in a container that had been recycled and repurposed. There were some very imaginative entries.



As we approached the end of 2021, although there was little to grow in the winter months, we did not let this stop our enthusiasm for all things eco. Year 5's writing unit was inspired by David Attenborough's Blue Planet, where children wrote their own impassioned speeches, imploring the public to consider their use of plastic and the detriment it has on marine life.

Initially, this unit was trialled at Our Lady and St Joseph Catholic Primary School in 2020 and was so successful, that it is now taught in all five partnership schools. These speeches were recorded as news reports and shared on our school website, for all to see.



Next year, our partnership schools will be working with the southeast charity *Final Straw*, who run beach cleans and school assemblies/workshops with young people in school, as part of this unit.

Our December home learning project was to create an eco Christmas decoration to hang on our school Christmas tree.

There were all sorts of creative Christmassy entries, including CD's that had been repurposed, plastic bottles, kitchen rolls and yoghurt pots. These decorations will be kept for next year's festive display.



Spring 2022

As spring sprung at Our Lady and St Joseph Catholic Primary School, not only did our gardens begin to bloom, but so did our ideas. Inspired by the Year 6 COP26 group, all children across the partnership took part in a home learning competition to create a poster to raise awareness about recycling. These posters were then taken by a graphic designer, who turned them into digital artwork for display in all the schools, to raise awareness about recycling.

Our school council group also wrote to Axtons, who provide our tasty fruit snacks for playtimes. They asked if they could reduce the amount of plastic packaging that our fruit is delivered in. The children were thrilled to receive a response, whereby Axtons promised to speak to their supplier to share our ideas.



School council continued their work with Shell in the school kitchen and devised a *waste challenge* – weighing our food waste from school dinners each day to see if we could reduce what we are wasting in school.

One of our ongoing initiatives at Our Lady and St Joseph Catholic Primary School is to increase the number of children walking to school, in support of our sustainable travel plan. However, the school is situated on a busy 30mph stretch of road, which is off-putting to many families, especially when needing to cross the road to access the school.

Our junior road safety officers and school council worked with staff members to create some *20 is plenty* artwork for display outside the school, to encourage drivers to slow down.

Our banner attracted much interest and local residents were soon asking for copies of our posters to display outside their homes too.

We caught the attention of the local press and made the front page of the Lymington Times in the new year. The children also wrote to Cllr Humby at Hampshire County Council. He promised to install new road signage outside the school, with an advisory 20mph limit and flashing lights, and will be visiting the school in the next academic year.

The children were absolutely thrilled to know that their hard work and persistence had paid off – understanding that using their collective voice really can make a difference.



We also took part in the Royal Society for the Protection of Birds (RSPB) Birdwatch in February, where children practised their data handling and statistics skills to look at the different birds in our school grounds. Children created their own bird feeders at home to hang in our school grounds using recycled items and encourage more biodiversity.



As the weather became warmer, our planting initiatives started again in full swing. We are very lucky to have extensive grounds at Our Lady and St Joseph Catholic Primary School, where we are developing our own orchard. The Tree Appeal charity donated us a range of saplings to plant on the school grounds, and The Rotary Club also donated two beautiful trees.

The charity Caritas came in to school to work with our children, with each year group taking part in a workshop to consider our school grounds and how we can further develop them.

As part of their work, Caritas also held a community planting afternoon at school, where parents, children, staff and the local community came together to plant trees in our orchard.

Trees were very kindly donated by the Catholic Women's League and local parishioners at St Anne's Catholic Church (Brockenhurst), St Francis of Assisi Catholic Church (Milford-on-Sea) and Our Lady of Mercy and St Joseph Catholic Church (Lymington) who raised more than £500 in support of our orchard.

HIAS curriculum update

Our Parish Priest Fr David bought us some beautiful fruit trees to plant with the money – including a crab apple tree, plum tree and pear tree.



It was a fabulous afternoon of planting and lovely to welcome the local community back into school after the pandemic. We are very lucky to be part of such a wonderful community. Local businesses Everton Nurseries and Folium and Flos were happy to donate to our cause and the Lions Club of New Milton also donated us some wildflower seeds for our *wild garden* area.

Our curriculum work also continued the *eco* theme – with the New Forest education team hosting virtual assemblies for all year groups, as well as WaterAid.

We then held a *WaterAid* day to learn more about the charity and their impact. Using the charity's resources, the children created *tippy taps* and learned about compostable toilets, sanitation, and water sustainability around the world.

Summer 2022

As we moved into the summer term, we very much began to see the *fruits* of our labour. Our local parishioners donated us some strawberry plants to grow in school for our jubilee celebrations and we also harvested some broad beans, spinach and spring onions. Cucumbers and courgettes were also grown successfully and yet another crop of fantastic potatoes – all of which were used in our school kitchens.

The charity Caritas also continued their work with us, working with the children to *cap the bank* and encourage more biodiversity in our wild garden.

Last year, Lymington Fencing Company donated us some fence posts to create *bee hydration stations* with milk bottle tops as part of the *New Forest Big Bee Rescue*.



Now that our wild garden is in bloom with beautiful flowers, we hope that more bees will start to make use of our handywork and enjoy a well-deserved drink.

Also helping to promote biodiversity were Year 4, who created their own bug hotels in design and technology (DT) – who then worked with pupils in Year R to hide their creations around the school, as they had just released their own butterflies into the school gardens.

We continued our work on sustainable transport, taking part in Walk to School Week and rewarding all children with a special badge for those who were able to walk to school or *park and stride/scoot*. We were very lucky to receive a grant for a scooter rack from Hampshire County Council, which we hope will continue to encourage more to scoot to school, especially now the speed limit has been reduced outside the school, in turn making a more positive impact on our local environment.

Year 2's curriculum work focused on the rainforest and deforestation – with the children writing their own poetry based around the book, *There's a rang tang in my bedroom*. As part of this work, the children adopted an orangutan and were visited by the charity to learn more about the plight facing these creatures.

Throughout the year, each class collected bottle tops at home (with a little help from parishioners across the New Forest) to make a display and re-purpose plastic into some artwork. The bottle tops were sorted by shape and colour, before children created their own designs in school, with the theme *keep our sea plastic free*.

The designs were so fantastic that we had to combine a number of entries to make our final display, which has pride of place in our school hall. Year R recorded a verse from Giles Andreae's, *Commotion in the ocean* as a QR code for each sea creature, to make our display interactive.



In June, we celebrated the Queen's Platinum Jubilee with a number of special initiatives in school – one of which celebrated our commitment to ecology. We took part in the Royal Forestry Society (RFS) *Junior Forester Award*, whereby the children completed a range of practical tasks in the school grounds around woodland and forestry.

Each child completed a special booklet to evidence the tasks, which included creating artwork using our own *jewels* found in the forest, creating *hedgehog homes* in the wild garden, and learning more about the trees we had planted in the spring term.

Children were awarded their certificates for the RFS Junior Forester Award by the Deputy Lord Lieutenant, Amelia Ashton. She also presented the children with a rare Platinum Jubilee 50p coin–medal to celebrate this achievement.



Only 7000 of these coins were minted across the United Kingdom and we were just one of only two schools in the entirety of Hampshire to achieve this accolade. The children were absolutely thrilled to meet Amelia and also thrilled with their limited–edition coins.

The *cherry on the top* of a superb year, was Our Lady and St Joseph Catholic Primary School being awarded the Eco Schools Green Flag Award, in recognition of all of our hard work throughout the year.

We look forward to proudly displaying our flag in our school gardens. The children do not yet know that we have won the award – this will form part of our launch assembly for the academic year 2022/2023.

Plans for next year include expanding our lunchtime gardening club to become an afterschool club, creating our very own farmers market to sell our produce, working with our school kitchen to create a *recipe book* for fruit and vegetables grown on our school grounds, and linking up with our sister schools in Southampton (also recipients of the Green Flag Award) to see their *city gardens* – watch this space.

Ellie Prince

Lead Teacher, Our Lady and St Joseph Catholic Primary School

EARA update

Equality and Rights Advocates (EARA) Update



A new term has begun for our EARA groups which have expanded to include a primary and secondary group on the Isle of Wight (IOW).

The first group to meet this term was the primary IOW members which was hosted at Lanesend Primary School in Cowes.

The meeting was very well attended with nine primary schools from across the island bringing a total of 60 pupils between them.

The pupils had an opportunity to learn more about the United Nations Convention on the Rights of the Child (UNCRC) and reflect on diversity and how we all have things in common that unite us.

Rebecca Day, Headteacher at Gatten and Lake Primary School, shared a brilliant and engaging video made by one of her pupils as part of his application to join the EARA group; he was extremely eloquent in articulating why, he thought advocating for equality was so important.

We are all looking forward to our next meeting in the spring term to hear more from the pupils about how they have been taking this agenda forward in their schools.

The first IOW secondary EARA meeting was hosted by Christ the King College in Newport.

This again was very well attended, with six of the islands secondary schools present plus a visiting delegation from Brighton Hill Secondary School in Basingstoke.

The lead teacher from Christ the King College had been so impressed with the presentations from Brighton Hill School at the Hampshire EARA meeting in the summer, that she had invited the students and their teacher to the IOW meeting to share the work they have been doing.

“Our students were delighted to be invited to present the important work that they have been doing at the recent Isle of Wight meeting.

They have worked so hard in school to make their voice heard, and to make a difference to the experiences of other students in school.

Presenting at the IOW EARA meeting was a fantastic experience for them – developing the confidence to stand up and present like they did will be invaluable for them in their future lives and careers”.

(Assistant Headteacher and Designated Safeguarding Lead (DSL), Brighton Hill Community School)

If you would like to see photos and a summary of the EARA meeting, please see the October 2022 newsletter from Christ the King College:

<https://drive.google.com/file/d/1eG2sWqvZxa09tkYxFfk67jvBIEaVzOyQ/view>

Students from Christ the King College had been very busy collating their thinking about promoting equality and diversity across their school. They shared their progress in a very engaging and thought-provoking presentation which is summarised below.

Christ the King equality and rights advocates

The start of our advocacy

Undeniably, many of the issues we encounter, in regard to equality and rights, require a systemic change. However, it is important for us to consider the small positive changes which can occur alongside the fundamental change which contemporary society requires.

It is our mission to help catalyse these positive changes, within our school environment, as we collectively assume a proactive role advocating for matters which concern us. Each of us here have a desire for change, and through this we are united.

So ... what have we done so far?

- We have been encouraging teachers to wear rainbow lanyards – a visual indication of their allyship of LGBTQ+ community.
- As there is overlap between our leadership team and our EARA group, founding members are also heavily involved in other spheres of school; assembly for the whole school for *international day against homophobia, biphobia and transphobia* was a pivotal point for us.

At the start of the summer, we hosted a bake sale and cake raffle in light of Pride month – the proceeds of which are going to a local charity to support vulnerable LGBTQ+ young people on the island.

We received an overwhelming volume of support and engagement from all across the college community.

The greatest reward for us was being able to witness the excitement on the faces of younger students as they were able to celebrate their identity at school.

So many students expressed how happy they were to see their sexuality/gender identity represented within the bake sale, as they eagerly pointed to the item they wished to buy.

The event overall was a true testament to the importance of positive representation.

Something important to us is intersectional activism, as the acknowledgement that everyone has their own unique experiences of discrimination and oppression is crucial when approaching matters of equality and rights.

Our collective advocacy is by nature intersectional, as each of us bring different points to the table with a variety of perspectives and lived experiences.

We recognise how important it can be to uplift and advocate for marginalised voices, while making sure their narrative is not spoken over.

We are focusing on making our school more inclusive, listening to other student's voices, and ensuring individuals feel safe to speak up. When people feel comfortable expressing their experiences and come to terms with the oppression they face, change can happen.



Since many of us here are Year 13's, we also intend on encouraging younger students to find their voices and make positive changes after we leave, setting a legacy of advocacy for those who fill our shoes.

We are pushing for positive representation in school through being role models ourselves and being visible advocates/allies. We are also removing the stigma from terms, encouraging teachers to put pride flags up in their classrooms and celebrate pride month, recognising/celebrating important events, for instance – Black History Month, pushing for pronoun badges and pride lanyards. We also plan to introduce display boards around school which focus on different points of our advocacy.

Moving forward, we have agreed on a few key areas to initially focus our advocacy on. These are predominantly issues which have been made apparent throughout our lives, both within school and on a personal level. There are so many topics we envision approaching but for now we are focusing our advocacy on:

- making school a more inclusive and safer environment for people with disabilities and people of colour (POC)
- tackling manifestations of misogyny in school and removing period stigma at school.

Anti-Racism

Firstly, we celebrated a successful Black History Month. I don't think there could be a better place to start our advocacy about anti-racism than during October, which highlights the achievements of the black community, celebrates their contributions to the UK and uplifts important black historical figures who helped make Britain what it is today.

Tackling racism in school is something we wish to focus on.



We have recognised that implicit forms of racism are extremely prevalent in both our school and across the island.

Racism often goes overlooked for a multitude of reasons. We thus hope to devise a way of encouraging people to voice their experiences, safely, without fear of being spoken over.

Often a person may feel like they have no agency when it comes to articulating their struggles, so it is up to us to create a safe environment for them to do so.

It takes a cultural change. We, therefore, all need to acknowledge our subconscious bias and prejudice. We all need to think carefully about our language choices and importantly, if it is safe to do so, speak up if you do not agree with people's behaviour/language.

Be actively anti-racist to make a difference. We are going to push for this.

Tackling ableism

Ableism has been very normalised in schools, from doing Stephen Hawking impressions for a laugh, largely due to misinformation and lack of education surrounding it – often leading to exclusion of disabled students and leaving them at an increased risk of bullying.

A key step in stopping ableism is reporting it – if they did not want everyone to know what they said then they should not have done it in the first place and that goes for any type of discrimination.

As an able-bodied person, it is not your job to police or quiz people who do not seem *disabled enough* for their access needs, or to seek *proof* from a disabled person.

Feminism

Defying androcentric ideals in everyday life.

What we're concerned about and what we are doing to combat these issues.

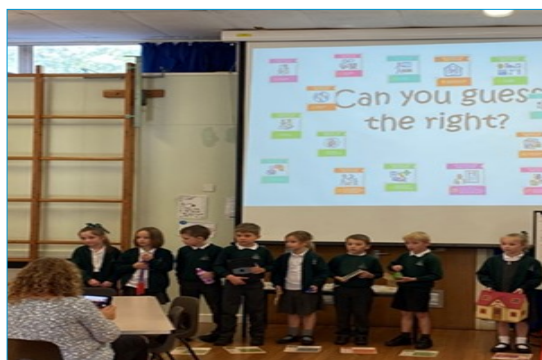
- Dress codes, school uniform policies and inappropriate comment.
- Expressing our concerns about uniform policies, encouraging peers and teachers to do so too; an inclusive uniform is not possible if a student is stripped of choice, and if items of clothing are labelled using the gender binary.
- Misogyny in sports, sexist comments and harmful stereotypes – challenging certain tropes and stereotypes regarding women in sports.
- The normalisation of catcalling in a school and work environment.
- Speaking up and encouraging others to do so too, encouraging conversations.
- Period stigma at school – opening dialogue surrounding menstruation.

As part of their presentation, Brighton Hill Community School students shared the flags that they use to promote visibility and representation of a range of characteristics across their school community. These are also incorporated as screen savers on the school computers as part of their mission to promote equality.

The **Hampshire** based EARA groups have also been busy this term with the Basingstoke primary EARA group reconvening at Castle Hill Infant School in October.

There were nine Basingstoke primary and infant schools in attendance so there was a real buzz of excitement in the room for the whole morning with over 60 children and their accompanying adults working together.

The children from Oakley Infant School kicked off the proceedings with a really fun and engaging activity to guess the right *right*. Oakley Infant School has the UNCRC at the heart of their school ethos, so these children were very well equipped to familiarise the rest of the group with the rights of the child.



Manor Field Junior School continued the theme of rights with their presentation on how they embed the rights ethos across their school community and shared how they have developed their rights booklets and posters with the rest of the group.

The children watched a video about fairness and equality which then informed their thinking about what this meant for them and the rationale for their EARA group back in school.

Link to video:

[Fair'n square - YouTube \(www.youtube.com/watch?v=REhPdrLsHMQ&list=PLtZ58-hNB4SoW2p9uLa3So7IttalFHarW&t=7s\)](https://www.youtube.com/watch?v=REhPdrLsHMQ&list=PLtZ58-hNB4SoW2p9uLa3So7IttalFHarW&t=7s).

These are some of the big ideas they came up with as being key to promoting equality and rights.

What we think fairness and equality means:

- it does not matter what you look like
- fairness means fair opportunities
- different people need different things
- sometimes things need to be adapted or changed so that other people can join in
- always help each other
- do not laugh at people
- some people need special help to do the same as other people
- everyone has the same rights, but things may need to be adapted for some people.

Our EARA groups are based on the following:

| | |
|--------------|-------------------|
| leadership | collaboration |
| community | achieving targets |
| resilience | working together |
| negotiation | teamwork |
| co-operation | responsibility |
| trust | pride |
| respect | decision making |

The children really enjoyed their break time playing together in the outside space at Castle Hill Infant School so a huge thanks to the school for facilitating the meeting and providing the refreshments and support.

Hampshire Governors conference

Governor Services held their first face to face conference for three years at the Botley Park Hotel in October. I was asked to present a session on pupil voice and participation which, of course meant involving children and young people as they are our most powerful advocates.

11 brave students from Langrish Primary School and Brighton Hill Secondary School stood up in front of approximately 180 Hampshire governors and explained how they use their voices to improve the life of their school for everybody. The students then fielded a plethora of questions from the audience which they responded to admirably.

The students were inspired by listening to each other and the governors were truly inspired by listening to the students.

“Hearing from the pupils themselves really made the day for all of us, and several governors that have completed the evaluation form already have commented specifically on your session and the presentations being the most valuable part of the event” (Sarah Hicks, Governor Services).

Governors can access training on promoting and monitoring pupil voice and participation through the Governor Hub.



Minnie Moore

RADE Adviser, HIAS

Become an Equality and Rights Advocate and be part of a new EARA



The Equality and Rights Advocates (EARA) group has evolved from an original initiative led by the students from Fernhill Secondary School which aspired to:

challenge the way both students and teachers think and view our world and our fellow inhabitants and aspire to reduce the discrimination that students of different groups face at school, whether it be down to their race, sexuality, appearance or lifestyle.

The EARA group address many of the nine characteristics protected under the Equalities Act of 2010. Fundamental to the ethos of the group is the UNCRC (United Nations Convention of the Rights of the Child) and the articles contained therein.

“The fact that this work has been largely student led means it has been taken far more seriously ... the impact of this has been that the students have willingly accepted the premise of the nine protected characteristics and started a debate about tolerance, acceptance, integration ... alongside our core values.”

Headteacher

The groups are self-defining in nature and offer young people the opportunity to engage with and speak up about issues that they feel strongly about. Membership of the EARA group provides the following benefits:

- contributes to the statutory requirements for school provision under the Equality Act 2010
- increases and develops Pupil Voice; Article 12 *Every child has the right to have a say in all matters affecting them, and to have their views taken seriously*
- termly meetings provide an opportunity to share good practice across county
- badges/poster design supplied to each group
- resources available via RRE website
- guest speakers to develop and enrich pupils' knowledge and understanding.

If you and your students would like to become involved in the EARA group, please contact:

Minnie Moore Minnie.moore@hants.gov.uk

Minnie Moore

RADE Adviser, HIAS

Binsted develops our shared understanding of cultural diversity as a whole school community



Background

Binsted Church of England Primary School is a small rural school with a predominately white community, 93% white population. Traditionally, we have celebrated *same and difference* as part of our Personal, Social, Health and Economic education (PSHE). We have visited a mosque and have visitors in and always celebrate diversity. We have worked with Minnie Moore on our curriculum and thought, naively that we were doing *ok*.

Last summer we had two parents raise issues that their children had asked, *why am I different? where do I come from? can I change my hair?* These incidents quickly alerted us to the fact that we have an undercurrent of racist incidents in our school. What was sad was one parent took the attitude; *it's ok as I grew up with these comments when I was younger and it's not a big issue*. Another parent was visibly upset and shared how she had been taunted, all during her secondary school and she was heartbroken that history might be repeating itself.

Actions

We were upset as we thought that through our embedded school values of, *faith, hope and love*, we were a fully inclusive school, welcoming and celebrating diversity. Immediately, we contacted Minnie Moore as well as the special educational needs (SEN) team to support both the victims and the perpetrators, especially as there was a child

with special educational needs and disability (SEND) involved. We worked with all parents to unpick the incidents as well as coming up with an action plan. I reported to the governors what had happened, members of the governing followed up with questioning, and school visits.

My assistant headteacher and myself held a whole school assembly, to directly address the issues of racism. We used sporting clips to back up how it made people feel and how unacceptable it was.

We set a whole school homework to get all the school community involved and engaged. The homework was celebrated as it came in and we made a whole school display. What was interesting was that our families were very diverse, but everyone had just kept quiet about it. Parents were very open sharing their experiences too.

Whole school homework – publicised in our weekly newsletter

At our collective assembly yesterday afternoon, Mr Jennings and I spoke with all the children about racism and the harm this can do following the unfortunate and unacceptable recent racist incidents at school. We talked about respecting each other and valuing our rich cultural diversity.

I have asked that each child completes with you, and brings in to school either a drawing, photo, or piece of writing showing what inclusivity and cultural diversity means for them and their family, as well as one way in which we can ensure that Binsted Church of England School is a happy, safe and inclusive environment for everyone. These will then be used to create a whole school display.

I would be most grateful for your support with this. Please return your ideas by next Friday. There are resources to help you in any discussions with your child on the school website under the Parents tab.

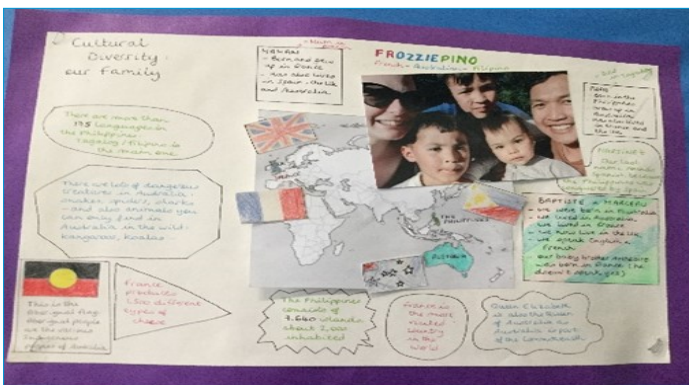


This was followed up a couple of weeks later:

Thank you for your support in completing this with your child, we have had a good response with some excellent suggestions about how we can ensure that Binsted Church of England School is a happy, safe and inclusive environment for all, which we will be reviewing as a staff team to see how these might be implemented.

If your child has yet to return this work, I would urge you to complete this with them. As a reminder I asked that each child completes with you, and brings in to school either a drawing, photo, or piece of writing showing what inclusivity and cultural diversity means for them and their family, as well as one way in which we can ensure that Binsted Church of England School is a happy, safe and inclusive environment for everyone.

The parents and children really thought carefully and shared their thoughts and ideas in a range of ways.



External visitor

We contacted Duke Harrison–Hunter, Equality Diversity and Inclusion Officer at Portsmouth Football Club and asked him to come and work with the school for a day. Duke was inspirational as he resonated with all age groups.

The children were shocked to hear about his experiences growing up, and how still today, some people cross the road rather than walk towards him.

We also invited in parents to join us for the day. One of the parents was in floods of tears and thanked Duke and the school for listening to her concerns and acting on them to support and challenge the whole school community.

Again, we shared and celebrated the day on our newsletter.

Today we were joined by Duke Harrison–Hunter, who is the Equality, Diversity & Inclusion Co–ordinator for Pompey in the Community. Duke gave a powerful talk to the children in our assembly about how we need to value and respect everyone regardless of race, gender, disability, or age.

Duke also visited each class and was able to respond to questions the children had following his presentation.

Ongoing actions

We realised that we needed to have more multicultural images around the school including in our classes. We had a whole range of books, but we decided to ensure they were read *naturally* each day to usualise different family and cultural backgrounds.

The staff share about their diverse families and friends. We have encouraged parents to come into school to read to the children, again usualising different families. Our governors continue to monitor our racist returns. We continue to work with Duke and in the summer holidays, some of our Ukrainian families went to a specially hosted football match.

On the last day of half-term, we are celebrating Diwali with Discovering Diwali on Friday 21 October. One of our parents, who is a Sikh is organising it for us.



We will continue to work with the whole community to ensure that all are welcome at Binsted Church of England Primary School. The whole experience has made us realise that we can never *assume* that it is all *ok*, instead we need to be actively and positively celebrating and promoting diversity continuously.

Sharron Morton

Headteacher, Binsted Church of England Primary School

We are excited to announce that our first inter-house activity day will take place next Friday, where the children will spend the whole day discovering Diwali – the festival of light central to the Sikh, Hindu and Jain religions.

They will have lots of fun doing treasure hunts, food tasting, spice blending and rangoli art before ending the day with a party and colour fight using traditional Holi powder. Parents are welcome to join in from 2.45pm and will be able to buy bangles, spice recipe kits and traditional food such as samosas and pakora.

UNICEF UK celebrates 15 years of Rights Respecting work in UK school and beyond

I recently attended the United Nations International Children's Emergency Fund (UNICEF) UK's first ever Rights Respecting Schools conference which looked at how the Rights Respecting Schools Award (RRSA) has supported children's rights in the UK and more widely over the last 15 years.



The conference provided a fascinating insight into how children's rights are being promoted and how the work of Rights Respecting Schools (RRS) influences work for children beyond schools and contributes to a social justice agenda.

In the UK our schools have access to the resources and training offered by UNICEF UK's RRSA (www.unicef.org.uk/rights-respecting-schools/.) with over 5,000 schools currently participating in the award and putting children's rights at the heart of everything they do.

Many schools in Hampshire have been engaged with teaching children about their rights for more than 20 years, and we remain fortunate to have specialised resources and training available from the RADE centre (www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/rade-centre/.) to support our work in the area of child rights education.

Those schools who are already working with the RRSA or Hampshire's rights respecting education (RRE) (www.hants.gov.uk/educationandlearning/hias/teaching-learning/rights-respecting-education/getting-started/.) will understand the importance and value of teaching **about rights, through rights and for rights.**

However, at the conference, what became clear was how empowering children in our schools through their knowledge of rights, is having an impact on work with children beyond our schools.

Jon Sparkes, Chief Executive of UNICEF UK, reminded us that UNICEF's vision is "*a better world for every child*" and this includes children in the UK. He explained that "*rights are at the heart of services and systems for all children*".

The RRSA has established a trusting relationship with over 5,000 schools (which is more than 1.6 million children) which generates a vast evidence base for children's views and opinions to be heard. This evidence contributes directly to Jon's work with the UK government to uphold the Convention on the Rights of the Child (CRC) for example in discussions about policy making and legislation. What impresses Jon so much about RRS is the way children speak to each other, to staff and to visitors, and how children work with each other to uphold the rights of everyone.

Jon explained that UNICEF UK's RRSA is respected by UNICEF CEOs from other countries. To understand the significance of that, **Marie Wernham**, a child rights consultant for UNICEF who is based in Geneva, talked about how UNICEF UK hosted a conference in 2011 for 15 other countries to look at the RRSA. Marie spoke with clarity about how this event started UNICEF's global journey towards child rights schools.

Other countries have been developing their own ways to recognise their schools for work on child rights. The UK remains the country with the greatest number of schools involved in such a programme. If you recall, we have over 5,000 schools engaged with the RRSA. As at January 2022, Italy is the country with the second highest number of schools recognised for their work on child rights education – they have nearly 800 schools recognised. Germany is third with nearly 200 schools and Spain is fourth with just over 100 schools.

Education systems are different in different countries, so the numbers are not the most important piece of information here; what is important is that UNICEF UK's work with schools has been inspirational to other countries' UNICEF committees, which means that our work in our schools in Hampshire is having an impact on children beyond our own schools.

I found that very powerful. Only if you know about rights can you defend them, uphold them and access them.

Deborah McMillan, spoke about her role as Children's Commissioner for Jersey (www.childcomjersey.org.je/what-we-do/rights-respecting-schools/), and her decision in 2018 to offer RRSA funding for all 39 schools on the island.

Devolved governments in Scotland and Wales are raising the profile of child rights education. Scotland is funding all its schools to join the RRSA for the next three years and Wales has placed human rights education as a cross-cutting theme across their new curriculum from September 2022.

Our final speaker was **Lee Jerome**, Associate Professor in Education (Childhood and Society) at Middlesex University of London who talked about the contribution of the RRSA to the wider child rights education and social justice agenda.

If we acknowledge that children are rights holders and adults are duty bearers, then what are the implications for teaching in schools? It is not sufficient to simply teach about rights (a module in Year 5 or Year 8?), we have to make sure we are living rights at all times in our schools.

Pupil voice has become a key element of many schools but are children's views always genuinely listened to, taken seriously, and acted upon? Campaigning for social justice is an important part of upholding rights and defending rights. Through knowledge of rights and respecting rights, children are empowered to speak up for their own rights and the rights of others.

Lee reminded us of a powerful piece of work carried out by pupils in a school in Scotland back in 2012 (www.youtube.com/watch?v=V8cNpUMvAwg&t=4s.) If you have not seen this, I recommend it to you.

As I reflected on my learning from this conference, I felt very inspired by what I had heard. If your school is new to RRE and you are developing your community's knowledge of placing children's rights at the heart of everything you do, be assured that Rights Respecting work in UK schools is making a difference not only to individual children and their families, but also to the work for children across the world. If your school is already accredited through the RRSA or recognised by Hampshire's RRE, be proud of the important work you are doing.



On 20 November 2022, World Children's Day, let's celebrate the 33rd anniversary of the UNCRC and the positive work we are doing in schools to empower children through their knowledge of rights.

Brenda France

Hampshire HT retired, UNICEF RRSA assessor

For more information/training and support on Rights respecting education, please contact Minnie Moore Minnie.moore@hants.gov.uk

Prejudice and discrimination – national picture for recorded hate crime

The Home Office has published national hate crime figures for 2021/22, the year ending March 2022:

www.gov.uk/government/statistics/hate-crime-england-and-wales-2021-to-2022/hate-crime-england-and-wales-2021-to-2022.

Key results include:

- **in year ending March 2022, there were 155,841 hate crimes recorded by the police in England and Wales, a 26 per cent increase compared with the previous year.** This was the biggest percentage increase in hate crimes since year ending March 2017
- **the majority of hate crimes were racially motivated**, accounting for over two-thirds of such offences (70%; 109,843 offences). With regard to racial or religiously aggravated offences, there was a spike in the summer of 2021, largely due to an increase in racially or religiously aggravated public fear, alarm or distress offences
- according to the Home Office, **due to significant improvements in police recorded crime made in recent years, it is uncertain to what degree the increase in police recorded hate crime is a genuine rise, or due to continued recording improvements and more victims having the confidence to report these crimes to the police.**

However, regarding transgender identity hate crimes – which showed the largest increase of 56% – the Home Office states that discussion on social media of transgender issues over the last year may have contributed to the increase

- **just over half (51%) of the hate crimes recorded by the police were for public order offences and over a third (41%) were for violence against the person offences.** 5% were for criminal damage and arson
- disability hate crimes resulted in the lowest percentage of charge/summons. For example, whilst 7% of non-hate crime public order offences resulted in a charge or summons, only 2% of public order offences motivated by disability hate resulted in such.

Hate crime awareness and support – Hampshire

Being you is not a crime but targeting you for who you are is and you do not have to put up with it. Hate crime is underreported by victims, often because they are unaware that they have experienced a hate crime or because they are unaware of their rights and the support available to them.

If you have been a victim of a hate crime, help and support (www.hampshire-pcc.gov.uk/get-involved/taking-action/hatecrime.) is out there.

If you do not want to report a hate crime directly to the police, there are now more than 70 third party hate crime reporting centres across Hampshire. Do not suffer in silence.

Find your nearest third-party reporting service (www.public.tableau.com/app/profile/police.and.crime.commissioner.for.hampshire.isle.of.wig/viz/TPRC-phone/Mapview).

HIAS curriculum update

The Victim Care Service can provide tailored help and support and you do not need to have reported it to the police to get help.

Please refer to the contact details below:

| | |
|---------------|--|
| Tel: | 0808 178 1641 |
| Email: | hub.hiow@victimsupport.org.uk |

The new Love Don't Hate reporting app is now available across Hampshire and the Isle of Wight, where you can anonymously report hate crimes, seek emotional support, and get advice on where to find further help. Search *Hate Crime – Love Don't Hate* on Google Play or the Apple app store to download:

www.play.google.com/store/apps/details?id=com.cg.hatecrime&gl=GB.

The Stop Hate UK

Stop Hate UK provides independent, confidential, and accessible reporting and support for victims, witnesses and third parties.

Please find the below links:

www.stophateuk.org/about-hate-crime/helpintheuk/.

www.stophateuk.org/resources/young-peoples-resource-hub/.

Bespoke challenging and responding effectively to prejudicial language/behaviour in our school communities course

Minnie Moore, Curriculum adviser for RADE, HIAS is offering a bespoke half-day course in response to the significant rise in racist incident reporting in Hampshire schools over the last five years.

The course is aimed for Teachers, Pastoral Leads and Deputy Head Teachers within both Primary and Secondary education.

During the course, we will clarify what constitutes prejudicial behaviour, useful procedures to follow and explore opportunities to challenge negative attitudes and behaviours using the curriculum and wider ethos of the school.

The course supports schools statutory duty under The Equalities Act 2010 – Fundamental British Values – Ofsted – SMSC.

Practitioners will be able to familiarise themselves with the [new Hampshire toolkit](#), which is designed to support schools in tracking these behaviours more effectively, capture pupil feedback and communicate with parents/carers.

The aims of the toolkit:

- To provide schools with a coherent and effective means to track and respond to behaviour that impacts negatively on community cohesion whilst further contributing to their statutory duty under the Equality Act (2010)
- To support schools in demonstrating *“Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread”*.

Ofsted handbook, Sept 2019

The bespoke course can be run as two twilight sessions or half-day Inset for whole staff training or in school clusters.

Please contact Minnie Moore Minnie.moore@hants.gov.uk if you are interested in receiving more information about this course, or if you would like to arrange for this course to be given to your staff or school cluster.

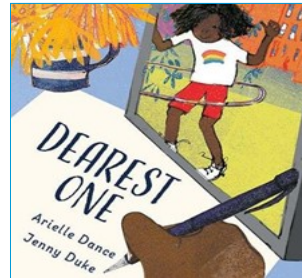
New resources from the RADE Centre

Key Stage 1

Dearest one by Arielle Dance

An imagined letter from a grandparent to a grandchild, imparting wisdom and secrets for living a happy and fulfilled life.

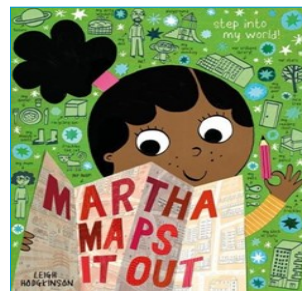
A book full of positivity.



Martha maps it out by Leigh Hodgkinson

Martha zooms in, page by page, to our planet, her community, her home, and beyond to her dreams of a future where anything is possible.

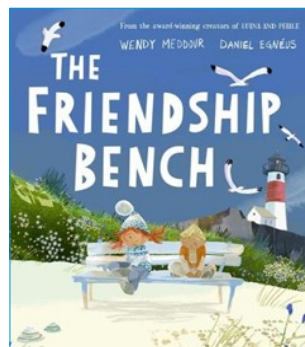
Perfect for children to understand their place in the world. The illustrations are informative.



Friendship bench by Wendy Meddour

A shy young girl who has just started a new school.

“Why don't you try the friendship bench?” says her teacher when Tilly is playing alone. *“It helps children find new friends to play with”.*



But when Tilly gets there, somebody is already on it ...

Key Stage 1 and 2

Your body and you series by Anita Ganeri

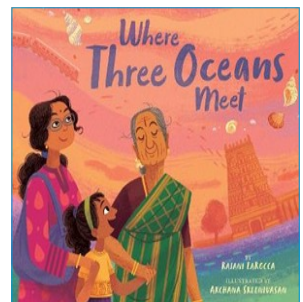
Your body and you takes a look at our bodies, taking a PSHE friendly approach and encouraging readers to appreciate just how special their body really is.



Core information on nutrition, exercise and sleep is balanced alongside more challenging issues, such as looking after your mental health, body privacy and how to have a positive body image.

Where three oceans meet by Rajani LaRocca

A child, mother, and grandmother travel all the way to the southern tip of India. Along the way they share meals, visit markets, and catch up with old friends. A celebration of multigenerational love.



We are all different by Tracey Turner

This book introduces us to a group of children who have different abilities and disabilities, likes and dislikes; who come from different places and have different cultures and ethnicities; and who have different family structures and gender identities.



It reinforces that everyone has something to offer, that diversity enriches our lives, and it also considers what all human beings have in common – that there is more that unites us than divides us.

Everything changes by Clare Helen Welsh

Everything changes. Mummy and Daddy say they cannot live together anymore, and sad, worried feelings begin to emerge.

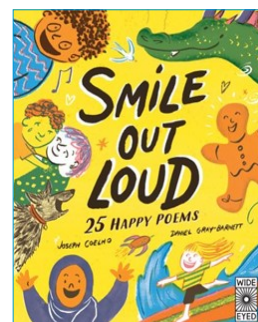
A moving tale about the emotions experienced during a marriage breakup. Despite this, the message is positive and with lovely cheerful illustrations.



Key Stage 2

Smile out loud by Joseph Coelho

This is a book for any child who wants to build confidence reading aloud or wants a way to channel their speech and drama confidence. It is a book to foster a love of words and the power that comes with the spoken word.



A book that will make children laugh out loud.

A mind like mine by Rachael Davis

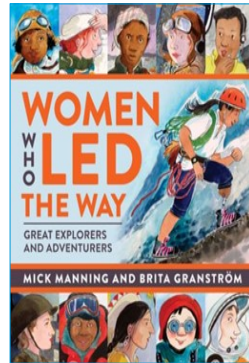
A look at 21 figures from throughout history right up to the present from a range of diverse backgrounds and disciplines. From across science, literature, art, music, sport, politics, and popular culture.



Additional feature pages will explain and explore key mental health conditions including depression, bipolar disorder, obsessive compulsive disorder, schizophrenia, anxiety and eating disorders.

Women who led the way by Mick Manning

The personal stories of inspirational women explorers and adventurers from all over the world, exploring lands, oceans, mountains, skies and space, but have also made pioneering discoveries in the fields of science, nature, archaeology, ecology and more.

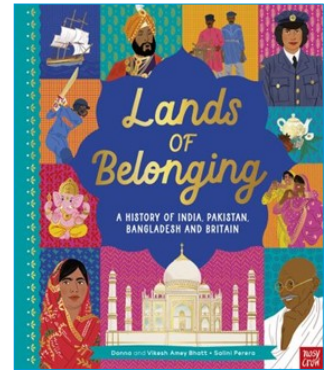


From Aud the Deep-Minded, an early voyager to Iceland, and Sacagawea who guided the Lewis and Clark expedition across the USA, to Mae Jemison, the first black woman in space and Arunima Sinha, the first woman amputee to climb Mount Everest, this book shows the incredible courage, determination and power of women explorers over the last 1200 years.

Key Stage 2 and 3

Lands of belonging: a history of India, Pakistan, Bangladesh and Britain by Donna Amey Bhatt

This book aims to piece together how these countries have shaped one another over the centuries.



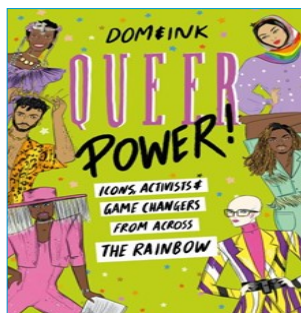
From exploring the vast empires and amazing inventions of ancient India, to revealing the challenges faced by South Asian migrants to Britain – or celebrating the amazing culture, innovations, inventions, and achievements of British people of South Asian heritage today – this book shows how the past, present and future of these four countries will always be intertwined.

An exploration of the impact of British rule over India (India, Pakistan and Bangladesh were all one country at the time), from the foundation of the East India Company to India's involvement in supporting Britain during both world wars, to India's fight for independence and the British government's decision to partition the country, resulting in the largest migration of people in history.

Key Stage 3 and 4

Queer power by Dom & Ink

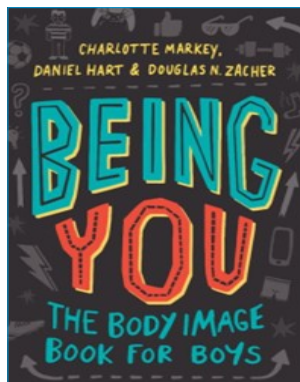
Celebrate some of the modern-day trailblazers, champions and icons who have shaped, or are shaping our world, from well-known public figures and allies to others you will wish you had heard of earlier.



Covering topics including coming out, gender, mental health and activism, this book is packed full of empowering quotes, inspiring life lessons and helpful advice that will encourage you to embrace your story and find your power.

Being you: the body image book for boys by Daniel Hart

A guide that covers all the facts on puberty, diet, exercise, self-care, mental health, social media, and everything in-between.

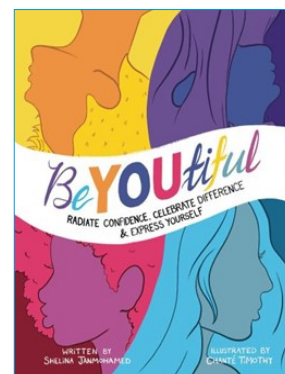


Plenty of helpful and encouraging information, intelligently broken up and arranged.

BeYOUtiful: radiate confidence, celebrate difference and express yourself by Shelina Janmohamed

This is **not** a book about what to wear, how to put on make-up or pose for a photo. This is a book about what it means to be beautiful.

Funny, inspirational and from the heart, BeYOUtiful is full of practical tips on how to feel positive about the way you look. It breaks down why images you might see around you are not always what they seem and gives advice on how to navigate social media.



Selection of posters

Women can change the world

This design celebrates just some of the strong women who have made strides for female empowerment by being fearless and breaking down gender roles.



Feminist icons

This design features 35 women from the 1700s to the present who have fought for their rights and the rights of other women. They include well-known women such as Ruth Bader Ginsburg, Michelle Obama, Jane Goodall and Rosa Parks.



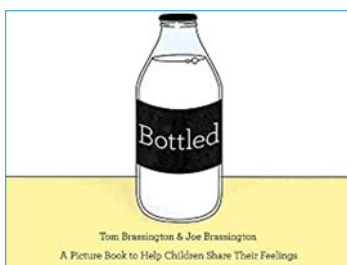
Positive role models



Staff collection

***Bottled: a picture book to help children share their feelings* by Tom Brassington**

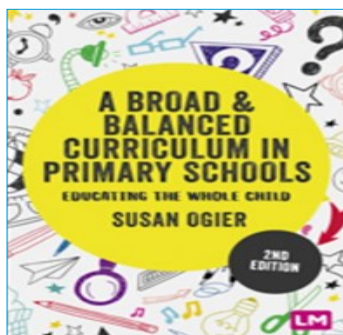
What are you bottling up? Maybe now's the time to explore ... it is important to share our feelings rather than bottling them up inside.



Help children of all ages understand why and how they should express their emotions in a healthy way. A starting point for early, crucial conversations surrounding mental wellbeing, this book is an invaluable tool to use to create emotionally honest spaces for children in their care.

***A broad & balanced curriculum in primary schools* by Susan Ogier**

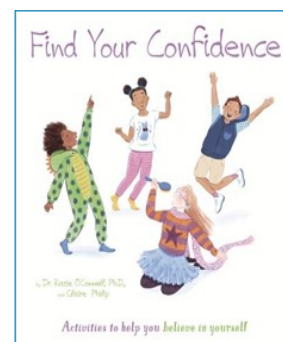
Primary schools and teachers in England are tasked with providing a broad and balanced curriculum. How do we ensure that the curriculum truly is broad and balanced and that we are educating the whole child?



This book provides both discussion of the current challenges and practical guidance and support on how to tackle them. It informs and inspires new teachers to teach across the curriculum, and to empower the next generation of children to explore what is possible for them within their own future lives.

***Find your confidence* by Claire Philip**

Many children feel nervous or shy when faced with unusual surroundings or stressful situations. *Find your confidence* is filled with helpful strategies to guide children through these difficulties and build inner confidence.



All the activities inside have been devised by a child clinical psychologist.

Would you like to borrow any of the mentioned titles?

To request a loan copy of these titles and other publications, please complete the RADE Centre online order form, available on the RADE Centre website:

www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/rade-centre

or alternatively email

rade.centre@hants.gov.uk

Fiona Martin

Resources Officer, RADE Centre, HIAS

Courses 2022/23

Details of our upcoming RADE courses and networks are provided below. Visit our RADE courses Moodle [Online Training - Home: Rights and Diversity Education \(RADE\) \(mylearningapp.com\)](#) or scan the QR code for our full catalogue of RADE professional learning opportunities.

How to book

All training can be booked via the Learning Zone. To search for a specific course, type the keywords provided in the 'Find Learning' box, then click 'See Classes' for details of available dates and times.

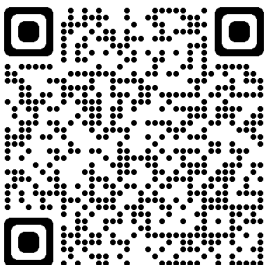
Learning Zone guidance

Visit our Learning Zone Moodle information page for Guidance on accessing the Learning Zone and managing bookings.

www.hias-moodle.mylearningapp.com/mod/page/view.php?id=481

Need help?

To speak to a member of the HTLC bookings team, please contact: htlc.courses@hants.gov.uk.



Creating a Culturally Inclusive Community in our School 2022/23

This is an opportunity for schools to develop and support race equality and diversity teaching in the curriculum, environment and wider ethos of the school.

Learning Outcomes:

- reflect on and identify existing good practice within their setting; whole school audit
- raise awareness of and identify areas to develop further
- explore features of good practice, whole school approaches and practical ideas and resources to enable practitioners to embed diverse perspectives across the curriculum
- support schools with their duty under the Equality Act, SMSC and Ofsted requirements.

 12 January 2023

 *Culturally Inclusive Community*

 Sub £85 / SLA £40 / Full £102

Participation and Pupil Voice 2022/23

This course will explore the role of pupil voice across school communities and how it improves engagement, learning outcomes, mental health and wellbeing and relationships for children and young people.

It will provide practitioners with the opportunity to reflect on the true nature of meaningful participation and offer strategies and resources to develop this further in their own settings.

Learning Outcomes:

- gain awareness of the UNCRC and Article 12 in particular
- understand what participation is and why it's beneficial
- understand what should be in place in school
- learn how to ensure that participation is inclusive
- learn how to develop an action plan
- learn how to monitor and review participation across the school.

 26 January 2023

 *Pupil Voice*

 Sub £95 / SLA £55 / Full £114

Contact details

RADE

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Also from HIAS!

Publications: If you enjoyed reading this curriculum update why not take a look to see what other publications are produced by the Hampshire Inspection and Advisory Service. You will find a list of publications on our website at:

www.hants.gov.uk/educationandlearning/hias/curriculum-support.

Moodles: Have you visited the HIAS Moodles? The Moodle sites include top-quality resources, training and course materials – see: <https://hias-moodle.mylearningapp.com/>. Do not forget to sign up to our site news pages so we can keep you up to date with the latest news and training opportunities from the HIAS subject teams.

Moodle+ offers access to a wide range of high-quality resources for subject leads and teachers for all key stages in primary and secondary and is available by subscription. For more information contact Katie Scott via email: katie.scott@hants.gov.uk.