

**WRITTEN QUESTION TO THE MINISTER FOR EDUCATION, SPORT AND CULTURE
BY DEPUTY S. PITMAN OF ST. HELIER**

ANSWER TO BE TABLED ON TUESDAY, 7th NOVEMBER 2006

Question

Would the Minister inform members, what initiatives, if any, his Department has taken to tackle discrimination (and particularly racial discrimination) within the last five years and what progress, if any, has been made in this period?

Answer

Schools and Colleges

In June 2002 the Department worked with PSHE teachers to produce a policy document entitled "PSHE Curriculum – Foundation Stage to Key Stage 4".

Personal, Social (and) Health Education (PSHE), including Citizenship education, contributes to the school curriculum by helping to give pupils the knowledge, skills and understanding they need to become informed, active and responsible citizens.

Each of the key stages is split into four strands. Strand 4 is entitled "Developing effective and fulfilling relationships and respecting the differences between people". It is this strand that particularly focuses on discrimination.

Examples:

Foundation Stage

Understand that people have different needs, views, cultures and beliefs that need to be treated with respect. Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Key Stage 1

Pupils should be taught to identify and respect the differences and similarities between people.

Key Stage 2

Pupils should be taught –

- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviour, and how to respond to them and ask for help;
- to recognise and challenge stereotypes;
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Key Stage 3

Pupils should be taught –

- the effects of stereotyping, prejudice, bullying, racism and discrimination arising from whatever source and

how to challenge assertively;

- to understand some of the cultural norms in society, including the range of lifestyle and relationships;
- to be assertive in the face of negative pressure and recognise when others need help and how to support them.

Key Stage 4

Pupils should be taught:

- to understand the diversity of different ethnic groups, the power of prejudice and be aware of exploitation in relationships;
- to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support;
- to work co-operatively with a range of people different to themselves.

This PSHE curriculum is used by heads of department and co-ordinators of PSHE across all of our primary and secondary schools.

In addition, and in support of the Department's comprehensive approach to tackling discrimination, schools also have policies on Anti-Bullying and Equal Opportunities. Breaches of either policy are dealt with under the school's disciplinary procedures.

The Youth Service

The Youth Service has equality and anti-discrimination as key elements that underscore its philosophy and purpose. Youth Workers aim to challenge young people's attitudes, behaviour and language and to raise their awareness of all types of discrimination including issues around race, sexuality, disability and gender. Examples of Projects that have been involved in promoting equality and challenging discrimination are –

- The Youth Inclusion Project that works in partnership with Autism Jersey and Jersey Mencap. There is now a full-time Youth Worker and a team of sessional and volunteer youth workers who are supporting young people with a range of disabilities to access Youth Service provision. The aim is to integrate young people with a disability to have the support to attend their local Youth Project. There are also some specialist Youth Clubs that has been developed for young people with Autism so that they can meet up with friends. Pupils from Hautlieu volunteer at these Youth Clubs and act as 'buddies'.
- In the summer of 2005 a group of young people from Grands Vaux Youth Project went to Madeira for a week. The focus of this visit was to look at a different culture and to experience different food, music and language. A key theme of the Project was to challenge the young people's stereotypes and perceptions, raising their awareness of global issues and anti-racism.