



**CENTRAL
LOCAL AREA COMMITTEE
MEETING – 3 OCTOBER 2023
WRITTEN ANSWERS PROVIDED TO
PUBLIC QUESTION**



	<p>Question:</p> <p>We have spoken about how we need to change education and decolonise the education system to ensure people have a sense of belonging and identity within the city. To do that schools need a lot of funding, time and support with these changes. Does the Council currently have plans to support schools in making these decolonising changes, not just to the history but the entire school framework, and also find funding to support the fantastic learning opportunities that we have in Sheffield such as the Migration Matters Festival?</p>
	<p>Response:</p> <p>The Council has initiated a process to develop a belonging framework for the Council, for schools, and for the city more broadly. This is currently being developed and will work through the Council’s political process. For all of Sheffield’s young people, belonging creates community, togetherness and fosters cohesion. Whether this is in an educational setting, such as a school or a community group, faith group or another organisation. Belonging is at the core.</p> <p>This can only be achieved in collaboration with our educational settings and community groups. Education and Skills (and Children’s Services more widely) has services that spread across the whole age range of young people, from Early Years through to Post-16 education. We also have strong links with Universities in Sheffield.</p> <p>Sheffield City Council does not have statutory powers to determine the curriculum taught in schools. Maintained schools must follow the National Curriculum set by the national Department for Education, and while Academies have the freedoms to develop their own curriculum models, many still follow the National Curriculum. Sheffield school leaders talk with great pride about the considerations they have taken to design their curriculum to either (a) reflect their community (b) open a window of discovery for its community or (c) add value and curiosity to its community. The sheer range of curricular programmes on offer to Sheffield’s young people is humbling and shows a dedication to our professionals. That said, there is always room for improvement and the Education and Skills team is active in its pursuit to ensure that the fantastic diversity of our communities – that add so much value to our city – is represented in curriculum models.</p> <p>Events and celebrations, such as Migration Matters, are good opportunities for us to signpost settings to join in the celebration of diversity and the value this adds</p>

to our city. We are aware that schools also work with organisations like the Refugee Council and its 'Gateway Project.'

We are also aware that settings will inspire their students with literature. One of my School Advisers recently visited a school and listened to the children read from a book called: 'The Boy at the Back of the Class' by Onjali Rauf. The book teaches, through the eyes of a refugee and their friends, the importance of belonging and togetherness. This is just one example. As we continue to collaborate with our settings, we will always offer ways to connect with communities in our rich and diverse culture to ensure that Sheffield's curriculums celebrate our city and create belonging.