

How could the 5 Shakespeare
organisations support education
providers in exploring
Shakespeare?

- PSHE curriculum based around Shakespeare designed/endorsed by 5 institutions
- Engagement with regional school commissioners
- Collaboration with successful operators, such as Barnardo's and STEM industries
- Initial teacher training needs to re-instil creativity - the National Curriculum is only supposed to be Core.

We need to influence the policy makers and persuade those who pull the purse strings - show that creativity enhances the curriculum and has long-term impact (positive) on health, employment, and transferable skills.

- Shared teaching units that are linked between organisations/collaborators
- Brainstorm appropriate themes for all phases
- An APPG select committee on the relevance of Shakespeare
- Sharing the **value** of the arts and humanities
- Shakespeare is currently contested, making the case for Shakespeare
- Link to Human Rights - CSSF Big Questions resource is PSHE aligned
- Use social media (i.e. TikTok)
- Don't forget about Primary, including Early Years (CBEEBIES)
- Mental health - how can theatres work with mental health charities
- Need to train teachers to help students physically engage with Shakespeare
- Find the intrinsic motivation - what is the value to students?
- Highlighting the relevance and discussing the 'uncomfortable' to support health and wellbeing

- Wealth of knowledge and skills in how Shakespeare improves the lives of autistic and non-verbal people
- Need to tell the story of what we do, but we need help to do so
- Beware becoming pre-occupied by the art of lobbying
- Need to understand how DCMS and treasury work: play a collegiality to get things done
- How do we lobby better and tell the story about the impact of what we do?
- ‘We can’t get onto Treasury’s balance sheet’ - our value is cultural
- Passionate listening
- How might the apparatus of funding change? How might central policy decision making evolve to achieve our goals?
- NHS/mental health/DWP - if major gov and organisations could direct key users/people to the 5 Shakespeare companies.
- Social prescribing
- Preventative activity for health and mental health
- ‘Who else believes in that version of the world that we’re talking about?’ need a common ground for meaningful change
- Think about unlikely partners (i.e. National Literary Trust and MacDonalds)
- Skills for the soul and employability - Shakespeare can help creativity, innovation, and oracy.

What other levers do we need to activate to support meaningful engagement with Shakespeare's work?

(e.g. policy making at national/local levels, assessment etc)

National Policy change?

- Need mandated funds for Shakespeare and Arts development
- Change is impacted by money, time, and priorities - could it be directed at creating an alternative curriculum?
- Should include new Ofsted inspection criteria (are schools going on trips, which is down by 50%? are they putting funds into experiences?)
- Would need key data markers
- Would need bold, brave interventions
- Need for national campaign advocating for Theatre for Every Child (1 x visit per child by age 11).
Children's worlds are getting smaller and smaller
- Can Shakespeare be a tool for embedding maturity and readiness for work life?
- We need to stop caring about what people think and being too sheepish
- Prison and school systems are crumbling
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Devices / social media:

- YP are raised by devices - causes lack of empathy, anxiety, and ramps up aging peer pressure
- Can Shakespeare be a driving force for change? Coram has designed a curriculum resource on this

Teaching emotional intelligence - supporting whole school approaches links to rights, self-regulation, and self-identity. Keeping self-safe and connected.

Understanding and managing conflict through thinking & discovering couples with teaching self-regulation skills.

Why is English Lit dying at schools?

- Shakespeare is the only compulsory writer - but kids need to meet him on a stage, as experiencing the 'doing' makes the 'talking' so much better
- Needs support from senior school leaders
- Schools can get away with NO ARTS on the curriculum due to E-BAC and Progress 8
- Donation pool is shrinking and ageing - are artists giving back?
- How does culture - and of just Shakespeare - fit into curriculum and Youth Services
- Challenges of hyper-locality and reluctance to/difficulty of travelling and transport

- We need to evidence impact in order to build a compelling argument for the arts. This includes RSC research report
- Need to build teacher confidence
- Language, vocabulary, and sentence structure
- Exploring identity and reconciliation
- Employability

- Use Shakespeare as a tool for exploratory learning
- Emphasise civic value of Shakespeare - why is Shakespeare helpful for communities and understanding one another ('British' values in education)
- Need a shift in culture - but do we have the capacity?
- Question over quality of major national Shakespeare
- Higher Education numbers down 50% (in UCAS and degrees)