

the Bold Voices X Religions for Peace UK Ambassador Programme 2025-26

Empowering young people to lead on misogyny and gender-based violence prevention in schools

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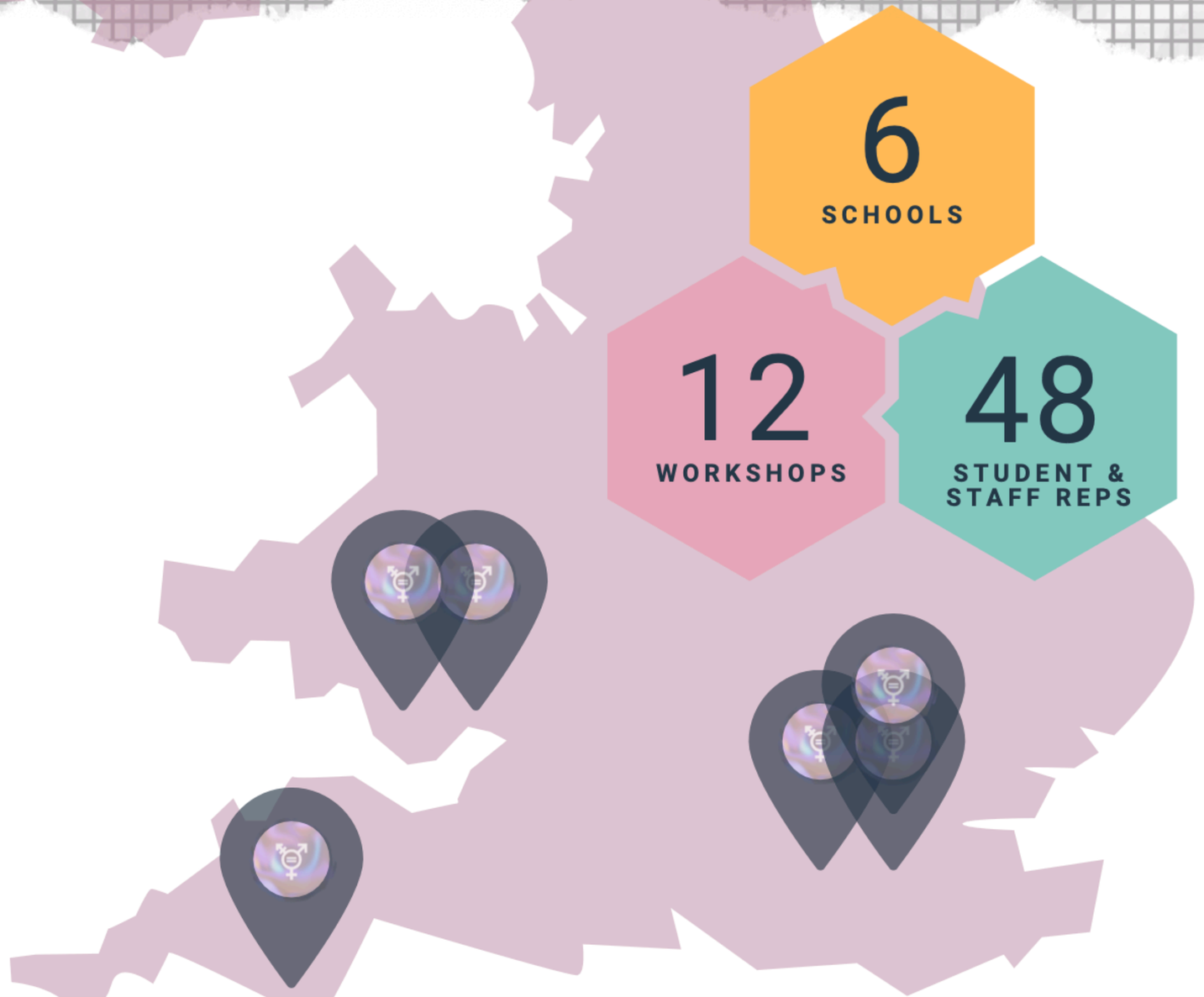
the year at a glance

MISSION

To equip students with the knowledge and skills to **raise awareness** and **create change** around issues of gender inequality in their schools, with the support of designated staff members.

VISION

To create **sustainable change** around gender inequality and gender-based violence in schools by inspiring and empowering students to lead on initiatives and projects in their school communities.



why the AP?

[AP - Ambassador Programme]

GENDER-BASED VIOLENCE

79% of girls reported sexual assault of any kind happened 'a lot' or 'sometimes' between people their age...

MISOGYNY

...the same study found 92% of girls and 72% of boys say that sexist name calling happens 'a lot' or 'sometimes' between people their age. (Ofsted Review 2021)

PUPIL VOICE

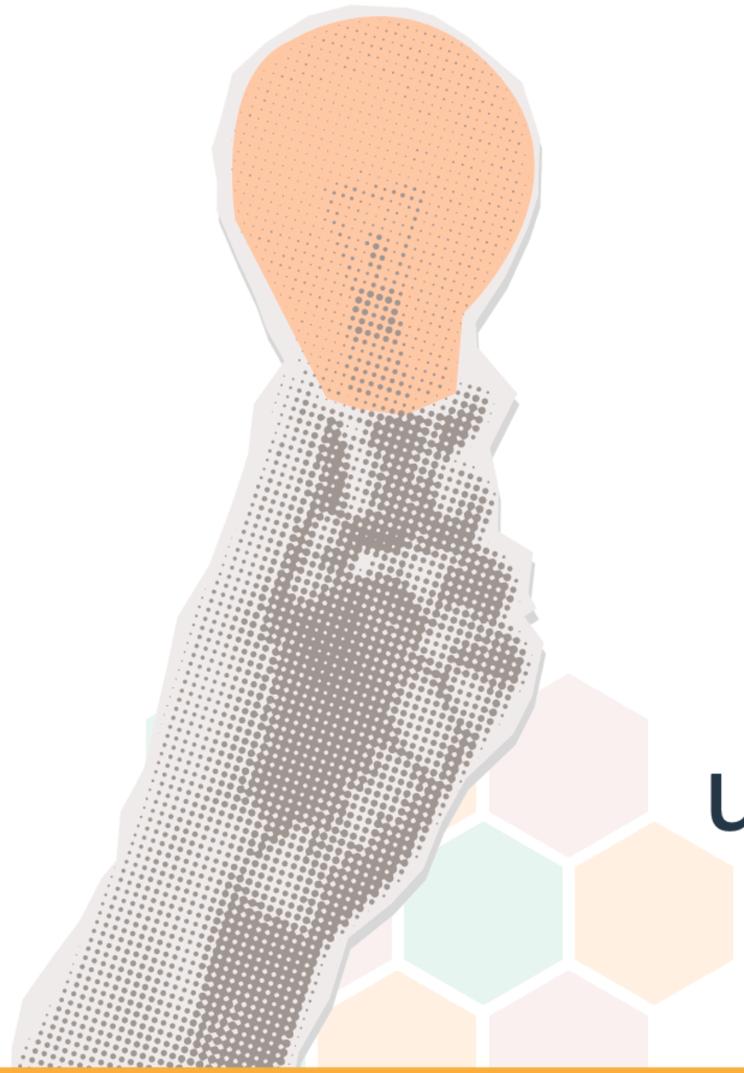
Despite the issues they face, many pupils do not feel that their voice is heard or that enough is being done to tackle these issues...

... a 2023 Girlguiding Association survey found that more than half (52%) of girls and young women aged 11-21 feel their schools don't deal with sexist comments seriously.

"We have created a **safe space** where talking about personal experiences of gender inequality is **more comfortable**."

- Student Rep, Religions for Peace UK funded Hub

Since 2021, 60+ schools from across the UK have enrolled in the AP with 500+ students & 140+ staff taking part



"Having a Bold Voice now means speaking up when something is unfair or harmful, even if it feels uncomfortable. It's about standing up for equality, challenging stereotypes and supporting others.

I've learned that being bold doesn't always mean being loud. It can also mean asking questions and using my voice to create positive change."

- Student Rep, Religions for Peace UK funded Hub

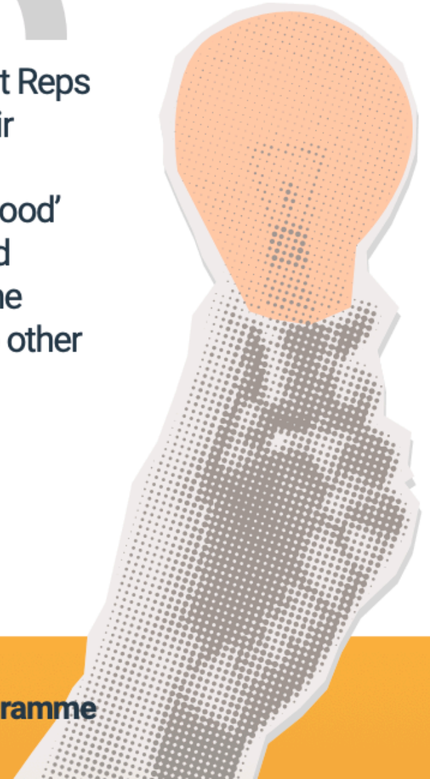
the impact on student reps

78%

78% of Student Reps think their school should continue with the programme next year

72%

72% of Student Reps would rate their experience as 'excellent' or 'good' and 77% would recommend the programme to other pupils

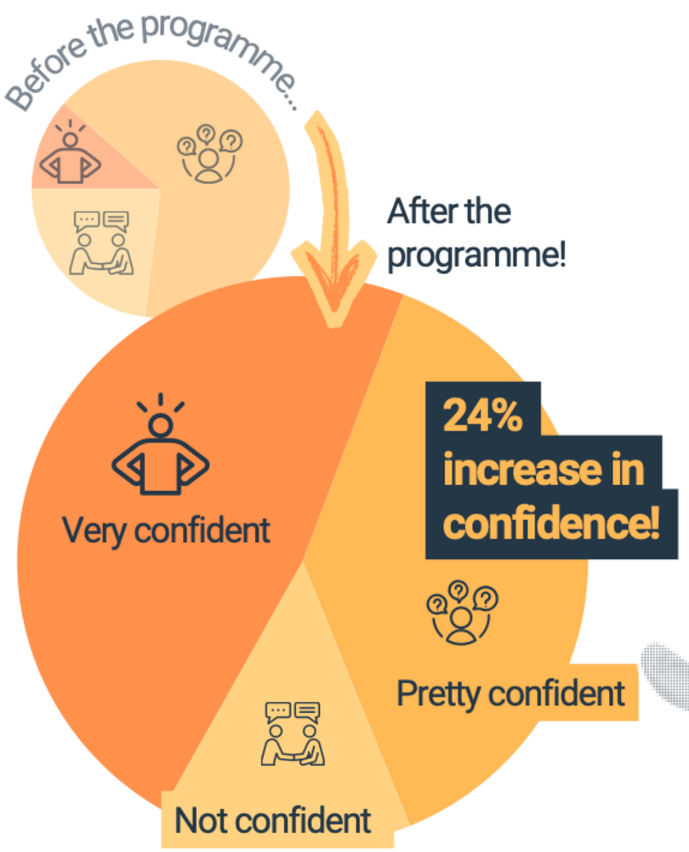


90%

90% of Student Reps answered either 'absolutely yes!' or 'maybe/somewhat' when asked whether they had been able to have a clear impact on their school

WE ASKED STUDENT REPS..

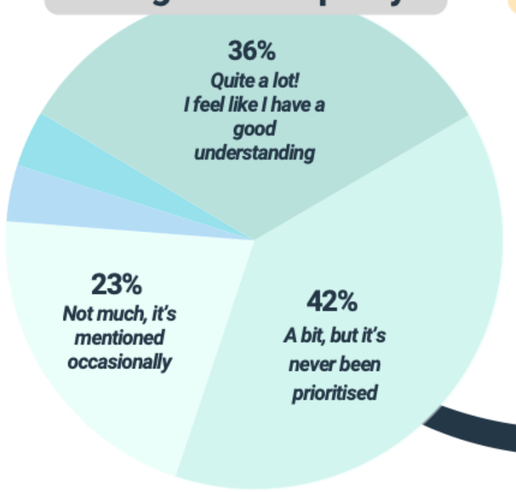
how would you feel when discussing 'a culture of gender inequality'?



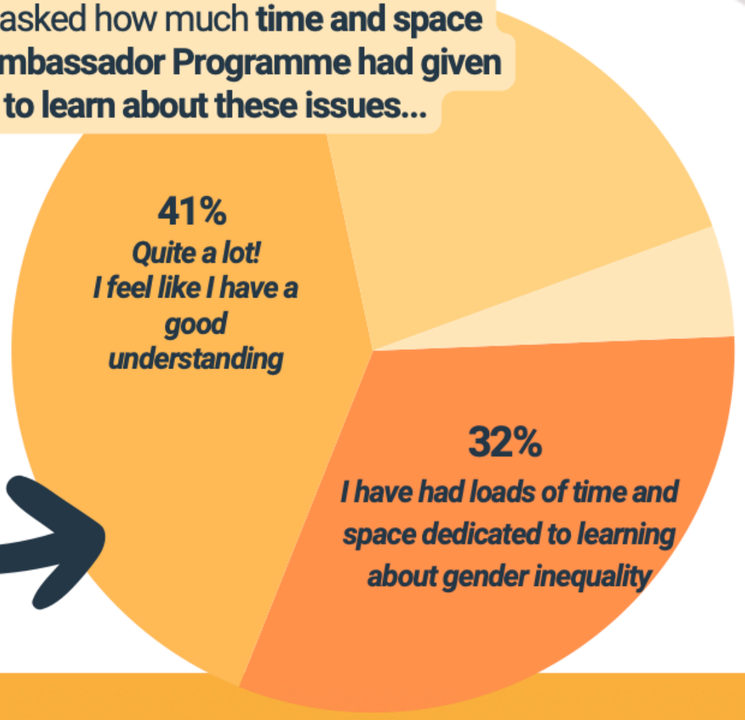
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the impact on student reps

Before the first workshop, student reps were asked **if they been taught much about gender inequality...**



After the final workshop, student reps were asked how much **time and space the Ambassador Programme had given them to learn about these issues...**



The workshops for staff were amazing! I shared a number of the resources and my notes from discussions within department and the wider school.

- Staff Rep, St Cyres School

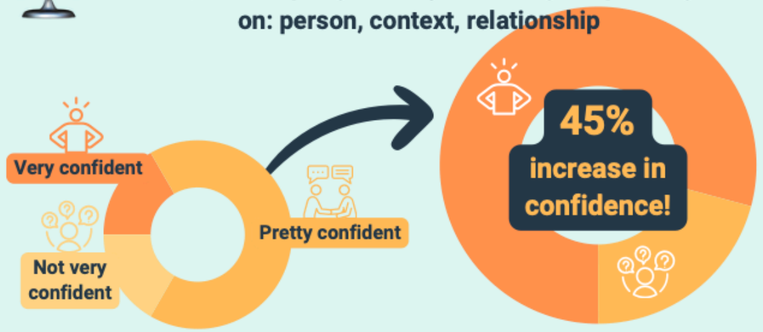
"... it has meant that sixth form students have been able to have informed and challenging discussions with younger students. They are still nervous to have those conversations with KS4 pupils but they have certainly grown in their confidence and understanding of complex cultural ideas."

- Staff Rep, St Cyres School

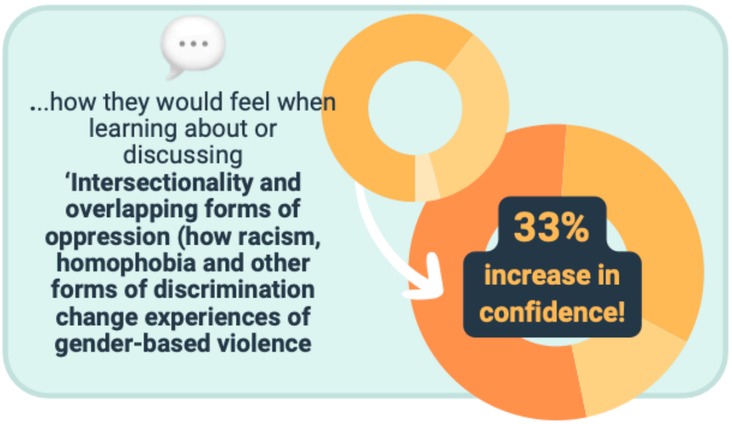
knowledge and confidence

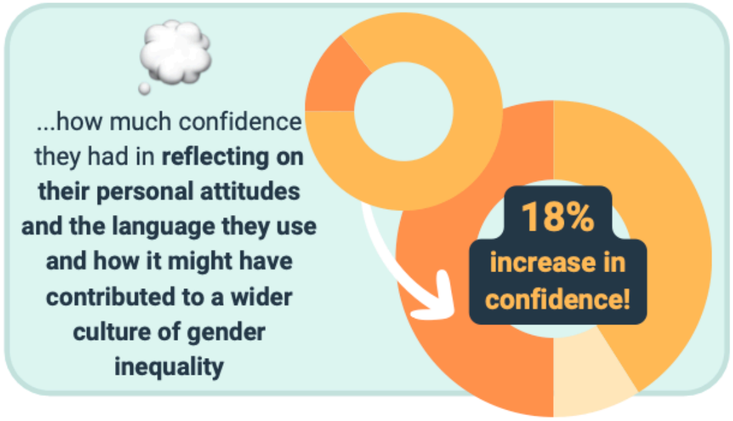
BEFORE AND AFTER THE PROGRAMME, WE ASKED STUDENT REPS...

...how much confidence they had in **challenging others on their harmful attitudes and language uses, and adapting the way I challenge depending on: person, context, relationship**















One of my favourite things I learned on the Ambassador Programme is how gender inequality can show up in subtle ways, like in language, jokes or expectations at home and school.

It made me realise that challenging these small, everyday things can make a big difference.

I also loved learning how to use my voice to speak up for fairness and equality.

- Student Rep, Religions for Peace UK funded Hub



St Clement Danes

The St Clement Danes Student Reps focused on **social media and misogyny** for their project. They put together a survey and had over 700 responses from students across the school. The students then analysed that research and used it to put together an assembly responding to themes raised from the survey - this focused on an '**empathy gap**' around gender inequality.

The Student Reps are also organising a mufti day to raise money for a local domestic violence shelter.

WHAT HAS BEEN THE BEST THING ABOUT THE AMBASSADOR PROGRAMME?

"The support from the people also participating in the programme."

"Getting to develop my interests on this topic."

WHAT DOES HAVING A BOLD VOICE MEAN TO YOU NOW?

"Being able to learn more every day about gender based violence and being confident to stand up against it."

"It means to be fully informed and confident when speaking."

WHAT HAS YOUR IMPACT ON YOUR SCHOOL COMMUNITY BEEN?

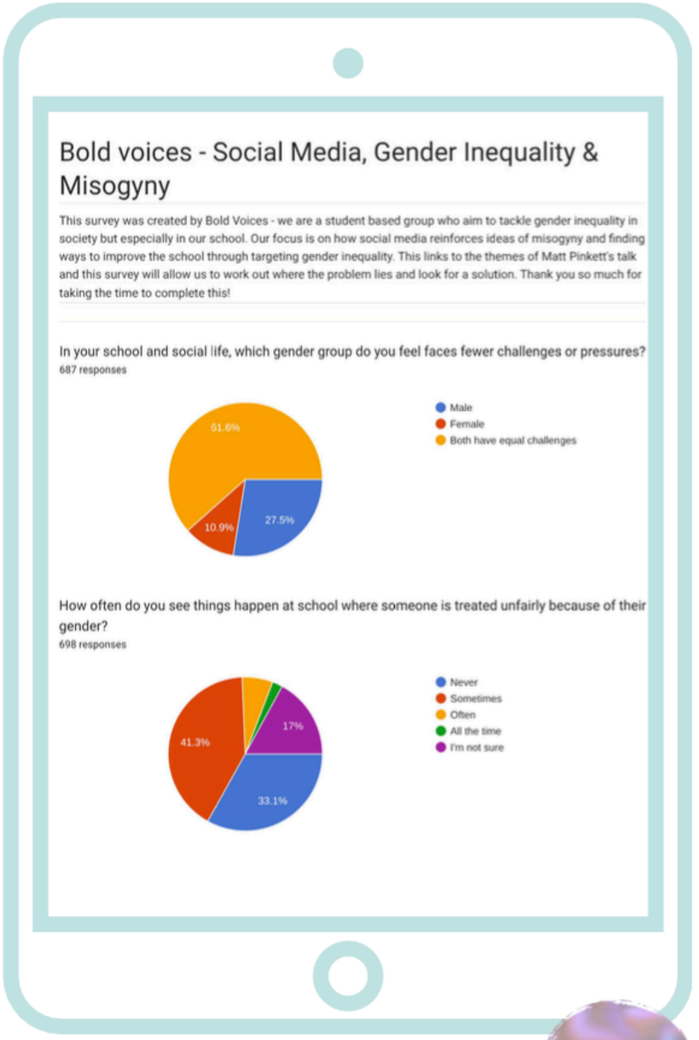
"We were honest about the issues in our school and received a lot of positive feedback."

"Raising awareness for gender-based violence against women."

DO YOU HAVE A FAVOURITE THING YOU LEARNED ON THE AMBASSADOR PROGRAMME?

"The pyramid of inequality indicators- I thought that it was really interesting to see how just our language can impact violence."

"How casual language has such a huge impact."



Tiffin Girls School

WHAT HAS BEEN THE BEST THING ABOUT THE AMBASSADOR PROGRAMME?

The highlight for me was definitely the platform that the programme provided. Being able to regularly engage in discussions with people who are equally passionate and informed was incredibly valuable and I really appreciated the opportunity to gain more information from people who are extremely educated in this field. Additionally, the fact that for the first time, I could have a direct impact on my local community with a project that would reach many people was amazing to me as before now. I've always had this passion but nowhere to put it so I was extremely grateful for the opportunity that **Bold Voices** gave me.

WHAT DOES HAVING A BOLD VOICE MEAN TO YOU?

"Having a Bold Voice, to me, means being able to express yourself, clearly and with pride. This kind of confidence comes from being educated on a topic you may find yourself passionate about, but not equipped with the right language to articulate yourself so as to engage in discussion or debate around it or even to educate others on the topic.

There are so many people that are passionate about issues that they see in their lives, but do not have the words or the confidence they need to express themselves; through an education like this programme, people can gain these qualities and so many more that they may feel they require to participate in environments that discuss the issues they want to have a direct impact on changing."

WHAT HAS YOUR IMPACT ON THE SCHOOL COMMUNITY BEEN?

"We gave an assembly about intersectionality and internalised misogyny which I think weren't really ideas that we talked about in our school even though they are quite relevant so I think we made an impact in a way where these ideas are now being discussed in our school like they were before."
"We developed a presentation on the topic of internalised misogyny with an intersectional lens applied throughout. At the beginning of our process, we sent out a survey to our school community regarding what they already knew about those topics and based on this feedback, we worked out what information we had to include - this would be definitions we found our community did not know or examples that they wanted explored. In this way, we had a direct, measurable impact on our community: we knew what it was they wanted to know, what information / knowledge they lacked and could improve their understanding."

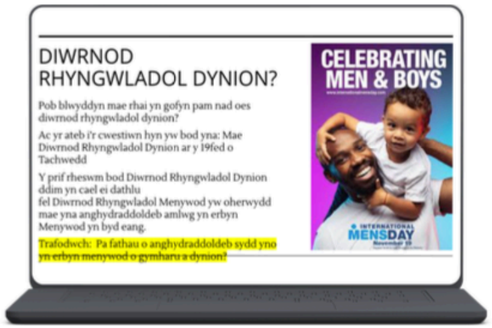
DO YOU HAVE A FAVOURITE THING YOU LEARNED ON THE AMBASSADOR PROGRAMME?

I definitely appreciated the lesson on intersectionality: I, as a brown daughter to immigrant parents, have always found the topic interesting and so the deep dive into perspectives that I had not before considered was a joy to experience.

Ysgol Gyfun Gymraeg Llangynwyd







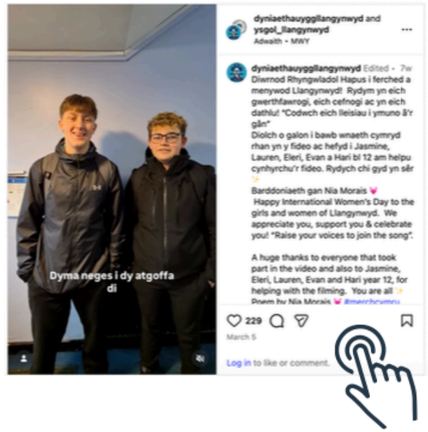
The Student Reps put together a survey for the whole school to gather data on sexual harassment in school. The Student Reps then used the survey results to put together a presentation for tutor time across the whole school. The aim was to:

- educate about Welsh women and their achievements
- encourage the pupils across the school to reflect on their female role models and why they look up to them
- raise awareness of inequalities focusing on Afghanistan

INTERNATIONAL WOMEN'S DAY REEL

Student Reps also helped create an Instagram Reel for IWD. It's a Welsh Poem named 'Girl of Wales' that they renamed as 'Girl of Llangynwyd'.

They wanted IWD to be celebrated by the whole school and to spotlight boys speaking positively about girls on social media to counteract the negative videos they often seen!



WHAT HAS BEEN THE BEST THING ABOUT THE AMBASSADOR PROGRAMME?

"Getting to see the real impact within my school."

"The learning as a group to better our understanding on these issues."

"Making a difference."

WHAT DOES HAVING A BOLD VOICE MEAN TO YOU?

"It means using my knowledge and voice to educate and support others without shaming them or judgement to help them to learn aswell."

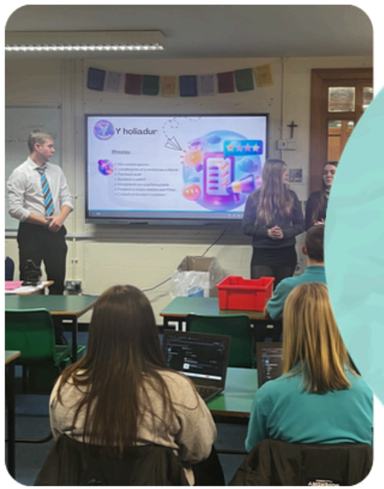
"It means I feel more confident in tackling situations that aren't good and confronting them head on."

"Being able to understand and support people."

WHAT HAS YOUR IMPACT ON YOUR SCHOOL COMMUNITY BEEN?

"We have raised awareness on sexual harrasment online and it has been especially impactful on the year 10s but it has had a positive effect on the whole school."

"We have educated the younger years and allow the younger individuals to come forward with their experiences helping us to tackle the problem."



"Boys being part of it has had a big impact on showing that the issues are not just for the girls to address."

- Staff Rep

Guru Nanak Sikh Academy

The Guru Nanak Sikh Academy Student Reps began by interviewing 6 members of staff of Punjabi and South Asian background to understand their views on how their culture reacts to misogyny. The reps found that 63% of staff who responded to their survey believed that misogyny is relevant in this school environment, with female teachers being the most likely to identify misogyny in the school.

They then delivered a presentation on misogyny to Y10 sociology classes that included interactive activities that supported the pupils to apply knowledge critically to scenarios.

The reps are continuing to build on this work with future workshops with pupils and creating posters with Y7-9 about preventing misogyny in society.

WHAT HAS BEEN THE BEST THING ABOUT THE AMBASSADOR PROGRAMME?

"Being able to feel more confident in speaking out against gender inequality and not feeling shy or embarrassed to use my voice."

"The sense of community as every meeting has been fun and interactive."

"Getting to be in charge of our own projects/change we want to make in school."

"To discuss ideas that are relevant to real life society relating to discrimination and coming up with ways to educate others."

WHAT DOES HAVING A BOLD VOICE MEAN TO YOU NOW?

"It means being allowed to confidently talk about matters with other people to better educate them on the matter."

"Using my BOLD voice to challenge gender inequality and stereotypes that have been normalised in day-to-day life."

"Having a Bold Voice now means speaking up when something is unfair or harmful, even if it feels uncomfortable. It's about standing up for equality, challenging stereotypes and supporting others. I've learned that being bold doesn't always mean being loud. It can also mean asking questions and using my voice to create positive change."

WHAT HAS YOUR IMPACT ON YOUR SCHOOL COMMUNITY BEEN?

"It has allowed us to introduce the awareness of misogyny in our school environment and educate others."

"We have created a safe space where talking about personal experiences of gender inequality is more comfortable."

DO YOU HAVE A FAVOURITE THING YOU LEARNED ON THE AMBASSADOR PROGRAMME?

"One of my favourite things I learned on the Ambassador Programme is how gender inequality can show up in subtle ways, like in language, jokes or expectations at home and school. It made me realise that challenging these small, everyday things can make a big difference. I also loved learning how to use my voice to speak up for fairness and equality."



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Kingsbridge Community College



The Kingsbridge Community College Student Reps delivered a project:

EVALUATION: Reps organised focus groups with lower school, interviews and google forms to gather qualitative data.

EDUCATE: The Reps plan to use this research to run assemblies within the school. They are also planning on returning to the school during their gap year and supporting with PSHE lessons and adapting the curriculum.

EFFECT: They are aiming for less gender stereotypes and more inclusivity for males and females in the school environment. They want to empower woman to speak up and recognise their rights and they want to aim for teachers to conform to less gender based stereotyping.

WHAT HAS BEEN THE BEST THING ABOUT THE AMBASSADOR PROGRAMME?

"Being able to feel more confident in speaking out against gender inequality and not feeling shy or embarrassed to use my voice."

WHAT DOES HAVING A BOLD VOICE MEAN TO YOU NOW?

"Being able to voice an opinion."

"I feel powerful too stand up for myself and others."

"Being confident to speak up against gender violence."

WHAT HAS YOUR IMPACT ON YOUR SCHOOL COMMUNITY BEEN?

"We aim for our school to be a more inclusive environment, where teachers and students alike are educated."

DO YOU HAVE A FAVOURITE THING YOU LEARNED ON THE AMBASSADOR PROGRAMME?

"How to work as a team."

"Gender based violence in songs."



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St Cyres School

The St Cyres School Student Reps focused on raising awareness of gender inequality in schools and exploring ways to address it. They created and distributed a questionnaire to students to gather their views and experiences. After collecting and analysing the responses, they used the data to create a PowerPoint presentation and then delivered an interactive workshop for Year 7 students, using the findings from their research to start discussions about gender inequality, stereotypes, and how everyone can help create a more inclusive school environment.

WHAT HAS BEEN THE BEST THING ABOUT THE AMBASSADOR PROGRAMME?

"I think the videos I watched over the project and the discussions I had with the other student ambassadors and miss were useful"

"Watching the Bold Voices workshop videos made it easier to talk about ideas of gender and stereotyping, and made me more confident in addressing some assumptions."

WHAT DOES HAVING A BOLD VOICE MEAN TO YOU NOW?

"Having a Bold Voice means having the confidence to speak up about issues that affect others and to help create positive change. Through this programme, I learned that even small actions, such as starting conversations and raising awareness, can make a difference. It also means listening to other people's experiences, using evidence to support important discussions, and encouraging equality and inclusion for everyone. I now feel more confident in challenging stereotypes and advocating for fairness both in school and beyond."

"Having a bold voice means speaking out about gender inequality in school as well as inequality in wider society and also making sure others feel heard."

"I think having a Bold Voice means standing up against things that aren't right, even when that can be uncomfortable or hard."

"Having a bold voice means expressing your ideas and talking about politically complicated ideas."

WHAT HAS YOUR IMPACT ON YOUR SCHOOL COMMUNITY BEEN?

"We delivered a workshop on gender discrimination within schools to a small group of pupils in the younger years. It has made a positive impact on the school community as pupils have felt confident and safe enough to voice their experiences in school."

"I am proud of the work I did towards the project and I think we did make a difference to the year 7s we conducted the workshop with. The workshop lasted about 40 minutes, and we had some really thoughtful discussions."

"Our project helped raise awareness of gender inequality among younger students and encouraged them to think critically about stereotypes and unfair treatment. Through our questionnaire, we found that gender inequality was particularly evident in sports and in perceptions of certain school subjects. By sharing these findings and leading discussions, we gave students a space to reflect on their own experiences and challenge assumptions. I believe our workshop helped promote respect, inclusion, and understanding within the school community."