

# OUTSIDE THE BOX

Resource for Educators

A whole-school approach to  
promoting gender equality and  
tackling sexism and sexual  
harassment



# Introducing Outside the Box

EqualiTeach is proud to introduce Outside the Box, which offers a complete strategy for transforming the whole school environment into a space committed to promoting gender equality and tackling sexism and sexual harassment.

The first section of this resource, 'Need to Know', provides a guide to the statutory duties applicable to schools in relation to this work, and a list of key terminology.

'Where are you Now?' outlines the key considerations for each setting before embarking on the work: refining policies and procedures, changing the environment, and reforming teaching and learning.

The final section of this resource is packed with activities and lesson plans for educators to use with young people from Early Years all the way up to Key Stage 5. This section is designed to give practical solutions for engaging and empowering young people in the fight for gender equality and in tackling sexism and sexual harassment.

EqualiTeach is thankful to Rosa - the UK fund for women and girls, for funding the production of this long overdue resource.



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# Why this Resource? Why Now?



The problem with gender is that it prescribes how we should be rather than recognising how we are. Imagine how much happier we would be, how much freer to be our true individual selves, if we didn't have the weight of gender expectations.



**Chimamanda Ngozi Adiche, *We Should All Be Feminists* (2015)**

Welcome to 'Outside the Box'. We are hoping you've opened this resource because you have identified a need for change in your setting and are looking for ideas to support you to do this. Perhaps the conversations of the last year have sparked an interest in promoting gender equality and tackling sexism and sexual harassment within the school. It would be no understatement to suggest that 2018 was a year of recognition of the urgent need to combat gender inequality and discrimination across many parts of society.

Stereotypes about how men and women are supposed to behave, act, and look continue to be interwoven into the fabric of society. Young people are first exposed to these stereotypes at a very young age, limiting their ability to be themselves and follow their own interests. In toy catalogues, girls are consistently pictured engaged in 'domestic play', embracing passive, caring and nurturing roles. Boys are shown engaged in more active and aggressive play: 97% of children shown with guns and war toys in toy catalogues in 2017 were boys (Let Toys Be Toys, 2017).

The effects of these stereotypes are by no means trivial 'given that the repeated play with specific objects can aid the development of specific skills, gendered toys and play may limit optimal development and contribute to gender differences in later life' (Culhane & Bazely, 2019). In 2017, research by Mintel showed that 44% of children aged 7-15 said that being a plumber, builder or electrician was 'for boys', and only 5% said it was 'for girls' (Mintel, 2017). The far-reaching impact of these stereotypes is felt quite distinctly in schools and early education settings. Research has showed that Early Years and Foundation Stage (EYFS) educators felt 'helpless towards creating change in children's concept of gender and fatalistic about their ability to intervene' (Culhane & Basely, 2019). In the UK, there are vividly apparent differences in public exam entries: 66.8% of 2018 UK entries for Art and Design GCSEs were from girls, and 89.8% of entries for Computing were from boys (Ofqual, 2018). 80% of boys who take Maths and Science GCSEs progress to a form of Level 3 core STEM (Science, Technology, Engineering and Maths) qualification, but just 33% of girls do the same. This is despite the fact that girls are continuing to outperform boys in the majority of STEM subjects, with 67% of girls achieving A\*- C/9 – 4 grades, compared to 63% of boys (WISE, 2018).



Women and men's paths through life are equally shaped by stereotypes and expectations; but different pressures lead to different negative outcomes. Expected to be active, dominant, strong and stoic, young boys are incessantly encouraged to mould themselves to fit these ideals. As a result, boys grow up with far less emotional awareness than girls—the BBC's 2017 documentary 'No More Boys and Girls' asked a class of primary age boys and girls to list synonyms for emotions, and found that the girls could name more synonyms than the boys for every emotion except, significantly, 'anger' (BBC, 2017). It is perhaps partly due to this arrested emotional development and absurd masculine ideal that men are heavily overrepresented in suicide statistics in the UK: men are three times more likely than women to take their own life (Samaritans, 2018), and are less likely to ask for help or talk about depressive or suicidal feelings (Samaritans, 2012). When 'anger' is the only avenue for emotional expression afforded to primary age boys, it is also perhaps no surprise that men are vastly overrepresented in the UK's prison population: an astonishing 95% of UK prisoners are men (Statista, 2017).

Gender stereotypes are a major contributing factor to the systematic gender inequality which characterises our workplaces. Despite the fact that girls are a third more likely to go to university than boys (The Guardian, 2017), one year after graduating, a woman's salary is approximately 9% less than the salary for a man (DfE, 2018, Lawrie & Guibourg, 2019), and 76% of senior management jobs worldwide are performed by men (Grant Thornton, 2016). As adults, women make up just 14.4% of all people working in STEM fields despite making up half of the total workforce, despite government targets, and despite the fact that predictions tell us increasing women in STEM occupations would increase the UK's labour value by at least £2bn (WISE, 2017; Gjersoe, 2018).

Overlapping inequalities keep individuals from many underrepresented groups from reaching their full potential. Women from minority ethnic backgrounds, disabled women and LGBT+ women feel the impact of gender inequality combined with the impact of racist, homophobic, biphobic, transphobic or ableist discrimination. For example, women with disabilities are exposed to a combination of two different pay gaps: the pay gap between men and women and the pay gap between non-disabled people and disabled people (Ryan, 2018; Disability Rights UK, 2018). Data shows that women remain the number one victim of anti-Muslim hatred in public places or on public transport in the UK (Tell MAMA, 2018), further demonstrating the intersectional nature of sexism.

Gender stereotypes and sexism are also profoundly interconnected with homophobia. Stereotypes about how men and women are supposed to behave, and binary interpretations of what is considered 'feminine' and 'masculine' have significant impact on the treatment of those who act outside of these interpretations and break away from established gender norms. Examples of this include the idea that a woman perceived to be 'masculine' must be a lesbian. Or, the idea that same-sex attraction is abnormal because same-sex relationships do not fit into a stereotypical family model where men and women's roles are clearly established.

Ideas about what constitutes masculinity contribute to a lack of safety in schools. Research has shown that even at primary school level, there is significant pressure on boys to prove their masculinity through objectifying and teasing girls (Public Health; Bristol City Council, 2018). 59% of young women aged 13-21 say they had faced some form of sexual harassment at school or college in the past year and nearly three-quarters (71%) of all 16-18 year olds say they hear terms like "slut" or "slag" used towards girls at school on a regular basis (Women and Equalities Committee, 2017). Recent research has shown that transgender and non-binary students are at greater risk of sexual harassment when they do not have access to toilets that are right for them (Murchinson et al, 2019). Normalisation of sexual harassment in a 'boys will be boys' culture, combined with easy access to pornography, mean that many boys don't see their behaviour as harassment (Women and Equalities Committee, 2017).

**During EqualiTeach's work with young people, we regularly hear about the many ways in which sexist attitudes and sexual harassment affect their day-to-day school life:**

**'I was called gay as a boy for wearing feminine colours'**

**'A girl was touched in school by a boy and then called a liar when they went for help'**

**'Someone said: you had better not be a feminist. Feminism is for women to gain attention from men and is full of lies.'**

**'I was catcalled by a boy two years older than me'**

The Time's Up movement demonstrated the systemic inequality and lack of safety many women experience within the film and music industries. It sparked a global conversation about how the same experiences affect women across all sectors. Yet, despite great leaps in other sections of society to open up the conversation on sexism and sexual harassment, silence on these issues prevails in schools. Only 14% of students who have experience sexual harassment report it to a teacher (NEU and UK Feminista, 2017).

These statistics are not a surprise, given that 78% of secondary school students are unsure or unaware of the existence of any policies and practices in their school related to preventing sexism and sexual harassment (NEU and UK Feminista, 2017). Teachers from primary and secondary schools identified that they witness sexist language, gender stereotyping and discrimination on a weekly to daily basis, and yet, over a quarter of secondary school teachers say they would not feel confident tackling a sexist incident or incident of sexual harassment if they experienced or witnessed it in school (NEU and UK Feminista, 2017).

We need to make gender equality a commonplace ethos in our schools. Only by creating school communities where all stakeholders are committed to the fight against inequality, can we effectively tackle sexism and sexual harassment in education settings. This resource is here as a guide for educators on promoting gender equality and tackling sexism and sexual harassment in schools and equipping young people with the tools to reject gender stereotypes and sexism and challenge gender inequality, sexism and sexual harassment in wider society





# Need to Know

This section introduces the legal framework which relates to promoting gender equality and tackling sexism and sexual harassment in education settings; and the key terminology practitioners need to understand before carrying out this work.

## Legislation and Teachers' Duties

Equality legislation in the UK is dominated by the **Equality Act 2010** (<https://www.gov.uk/guidance/equality-act-2010-guidance>). The Equality Act legislates against discrimination on the basis of nine 'protected characteristics'. These are: race; religion or belief; sexual orientation; sex; disability; age; gender reassignment; pregnancy and maternity; and marriage and civil partnership. The protected characteristics that this resource is concerned with are sex, sexual orientation and gender reassignment.

The Equality Act protects against four behaviours: direct discrimination, indirect discrimination, harassment, and victimisation.

Direct discrimination is defined as any instance in which one person is treated less favourably than another person because of a protected characteristic.

Indirect discrimination comprises any instance in which a provision, criterion or practice is neutral on the face of it but its impact particularly disadvantages people with a protected characteristic.

Harassment is defined as unwanted conduct that creates an intimidating, hostile, degrading, humiliating or offensive environment for a person with a protected characteristic or has the purpose or effect of violating their dignity.



Victimisation comprises treating a person unfavourably because they are (or may be) taking action under the Equality Act or supporting somebody who is doing so.

The Equality Act also protects any person associated with an individual who has a protected characteristic from discrimination, harassment and victimisation. Furthermore, the Act protects individuals perceived to have a protected characteristic from discrimination, harassment and victimisation.

The Equality Act defines sexual harassment as unwanted behaviour which is of a sexual nature and which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

The Act also sets out that it is unlawful to treat a person less favourably because they either submit to, or reject, sexual harassment or harassment related to sex or gender reassignment.

The Equality Act introduced the **Public Sector Equality Duty** (<http://www.legislation.gov.uk/ukpga/2010/15/section/149>), which all educators are required to fulfil. The Public Sector Equality Duty requires schools to show due regard to the need to:

- Eliminate discrimination, victimisation, harassment and any other conduct that is prohibited under the Equality Act 2010;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relationships between persons who share a relevant protected characteristic and persons who do not share it.

**The Children and Social Work Act 2017** (<https://services.parliament.uk/Bills/2016-17/childrenandsocialwork/documents.html>) sets out that Relationships Education must be provided to pupils of compulsory school age receiving primary education at schools in England and that Relationships and Sex Education must be provided to pupils receiving secondary education at schools in England. Broadly, Relationships Education and Relationships and Sex Education should cover:

- safety in forming and maintaining relationships;
- the characteristics of healthy relationships;
- how relationships may affect physical and mental health and wellbeing.

Section 175 of the **Education Act 2002**, the **Education (Independent School Standards) Regulations 2014**, and the **Non-Maintained Special Schools (England) Regulations 2015** impose duties on schools to safeguard young people. These duties are brought together in the Department for Education's statutory guidance **Keeping Children Safe in Education** ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741314/Keeping\\_Children\\_Safe\\_in\\_Education\\_\\_3\\_September\\_2018\\_14.09.18.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education__3_September_2018_14.09.18.pdf))

This guidance defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.



This guidance places responsibility for safeguarding young people (under the age of 18) upon everyone who comes in to contact with them. It sets out that all approaches to safeguarding should be child-centred and in the best interests of the child. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. Any concern for a child's welfare should be reported to the school's safeguarding lead and in some cases to the police. Within the guidance, specific reference is made to protecting young people from child sexual exploitation, so-called honour-based violence, Female Genital Mutilation (FGM) and forced marriage.

Within safeguarding policies, schools must also consider the advice published by the Department of Education in 2018 on **sexual violence and sexual harassment between children in schools and colleges** (<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>). This advice sets out what sexual violence and sexual harassment is, how to reduce the risk of it and how to respond when an incident occurs or is alleged to have occurred. It is important that schools consider sexual violence and sexual harassment in their whole school approach to safeguarding and in their child protection policy.

Section 78 of the **Education Act 2002** (<https://www.legislation.gov.uk/ukpga/2002/32/contents>) requires schools to promote the spiritual, moral, social, and cultural development of students. These four lines of development are generally grouped under the acronym 'SMSC', and schools are permitted to create separate schemes of work to address these areas of learning in addition to the work they embed throughout the whole school setting. SMSC is aimed at helping children to better understand and develop empathy towards themselves and others, and to become responsible, active citizens. The work proposed in this resource helps schools to fulfil this duty.

The **Education and Inspections Act 2006** (<https://www.legislation.gov.uk/ukpga/2006/40/contents>) inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of schools to promote 'community cohesion'.

Ofsted has defined community cohesion as "working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

**OFSTED** inspects on issues of gender equality, sexism and sexual harassment. For information about the latest Inspection Framework, click here (<https://www.gov.uk/government/publications/education-inspection-framework>)

# Terminology Glossary

The purpose of this glossary is two-fold. First, to introduce the key terms and phrases that will be used throughout this resource. Second, to provide a point of reference to help educators feel confident carrying out this work.

A general consensus exists as to whether the terms below are acceptable or unacceptable in the UK. Certain individuals may choose to use some terms with reference to themselves in ways which are different to the general consensus and they have a right to do this. However, terms which are deemed to be generally unacceptable should not be used within a workplace or school setting.

All language changes over time. It is important to remain up to date to make sure the most acceptable terms are being used.



# Terminology

<b>Biological Sex</b>	The categorisation of people based on hormones, chromosomes and genitalia. Two sexes, male or female, are most common, however sex is not binary and there are people who exhibit a combination of male and female sex characteristics (intersex).
<b>Gender</b>	A social construct in that children learn how to behave in a manner typically associated with their sex. This can include roles, clothes, emotional behaviours, and interests.
<b>Gender Identity</b>	Someone's innate psychological understanding of themselves as either a man, woman or another identity beyond the man-woman binary. A person's gender identity may or may not align with their biological sex.
<b>Sexism</b>	Prejudice, stereotyping and/or discrimination on the basis of sex and/or gender.
<b>Sexist Incident</b>	Any incident which is perceived to be sexist by the victim or any other person.
<b>Sexual Harassment</b>	The Equality Act 2010 defines sexual harassment as unwanted behaviour which is of a sexual nature and which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.
<b>Intersectionality</b>	Intersectionality is the theory that all elements of a person's identity (ethnicity, sex/gender, class, sexual orientation etc.) are connected and need to be considered to fully understand the disadvantage a person may experience.
<b>Trans/Transgender</b>	An umbrella term for people whose gender identity or gender expression differs from what is typically associated with their biological sex.
<b>Cisgender</b>	A term used to describe people whose biological sex is aligned with their gender identity. 'Cis-' is a Latin prefix meaning 'on the same side as,' and is therefore an antonym of 'trans-.'
<b>Non-Binary</b>	A term used by some people who experience their gender identity as falling outside the categories 'man' and 'woman'. Some may define their gender identity as falling somewhere in between man and woman, as a combination of both or as wholly different from these terms.
<b>Transphobia</b>	A range of negative attitudes and feelings towards transgender people or people perceived to be transgender.

<b>Transition</b>	The process whereby a transgender person changes their gender or sex characteristics to accord with their gender identity. Transitioning can be a complex process that occurs over a long period of time. Transitioning can include some or all of the following personal, medical, and legal steps: telling one's family, friends, and co-workers; using a different name and new pronouns; dressing differently; changing one's name and/or sex on legal documents; hormone therapy; and one or more types of surgery. The exact steps involved in transition vary from person to person.
<b>Intersex</b>	Where a person is born with a combination of male and female biological characteristics, such as hormones, chromosomes and/or genitalia.
<b>Sexual Orientation</b>	A term that describes a person based on who they are emotionally and physically attracted to, regardless of whether a person acts on this attraction. There are many different sexual orientations beyond the three listed below. For a full glossary of LGBT+ terminology, visit: <a href="https://www.stonewall.org.uk/help-advice/glossary-terms">https://www.stonewall.org.uk/help-advice/glossary-terms</a> , or <a href="https://www.itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/">https://www.itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/</a> .
<b>Gay</b>	The term 'gay' is acceptable when describing the sexual orientation of both men and women; however, it is more commonly used to describe men who are emotionally and physically attracted to other men.
<b>Lesbian</b>	The term 'lesbian' is used to describe women who are emotionally and physically attracted to other women. Caution is needed before using this term as some women may prefer to describe themselves as gay rather than lesbian.
<b>Bisexual/Bi</b>	An emotional, romantic and/or sexual orientation towards both men and women.
<b>Heterosexism</b>	The belief that heterosexuality is normal and the norm.
<b>Heteronormativity</b>	The sociocultural conditions that allow heterosexist and/or homophobic attitudes to exist.
<b>Gender Non-Conforming</b>	A term used by people whose gender expression is different from stereotypical expectations of masculinity and femininity.
<b>Gender Conformity</b>	The belief that people's gender should conform to their sex (i.e. that males should behave in a masculine way, females in a feminine way) which reinforces gender stereotypes and negative attitudes toward people who do not conform.



# Where are you Now?

This section outlines the key considerations that each setting must take into account when embarking on this work. It includes practical guidance and starting points to give educators confidence to embark on whole school change in the promotion of gender equality, and in tackling sexism and sexual harassment.

## Barriers to Engaging with this Work



For any work on promoting gender equality, tackling sexism and sexual harassment to be meaningful and to have a genuine impact on young people, it is vital that all stakeholders are on-board and committed to making change. However, trying to sell the importance of gender equality to everyone within the school community is not always easy; there may be those who don't think change is needed.

Indicated here are common barriers that may prevent some people from engaging with this work, along with suggestions about how to respond to their concerns.

### **'I don't have any prejudice, so I don't need to take part in this...'**

As well intentioned as this idea can be, it simply isn't true. Everyone has a set of norms that they bring to their school environment. These, often subconscious, ideas can permeate everything: how teachers talk to boys and girls, expectations of boys and girls and the paths children are encouraged to follow.

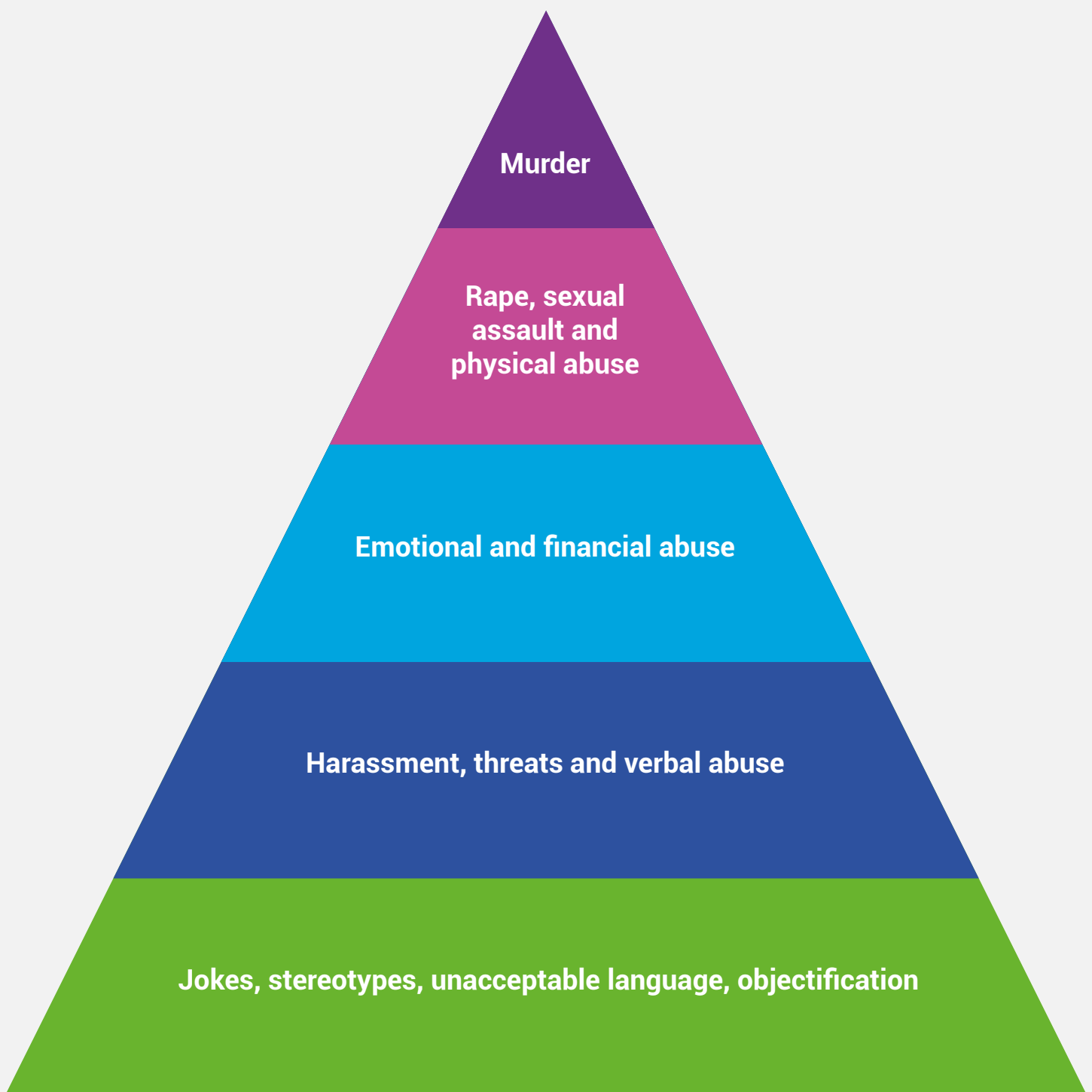
Whilst there is no cure for this unconscious bias, it is important that we are aware of it and take the time to challenge our own assumptions about gender and consider things from different perspectives. Taking our learned perception of reality as the only reality can make it difficult for us to perceive when injustices are taking place or when behaviours are unacceptable.

### **'It's just harmless banter'**

It is commonplace for people to dismiss sexist jokes or language as merely 'banter' or 'harmless fun', but are they?

Gordon Allport's Scale of Prejudice and Discrimination (1954) highlights how seemingly 'low-level' incidents of prejudice, such as stereotypical language, jokes and subtle acts of bias, can escalate into graver acts of prejudice and discrimination if behaviour and attitudes are left unchecked. Allport conducted research into what led humanity to commit an act of genocide and from this research, devised five stages of prejudice, ranked by the increasing harm they produce.

Below, this scale has been reproduced as a pyramid and adapted to relate specifically to sexism and sexual harassment. This is to ensure that people can recognise that by allowing stereotypical expectations, language and jokes to become commonplace, the foundations are laid for further serious acts of prejudice, discrimination and violence. Educators are in an empowering position to work towards removing the foundations of the pyramid, so that the upper sections of the pyramid cease to exist.

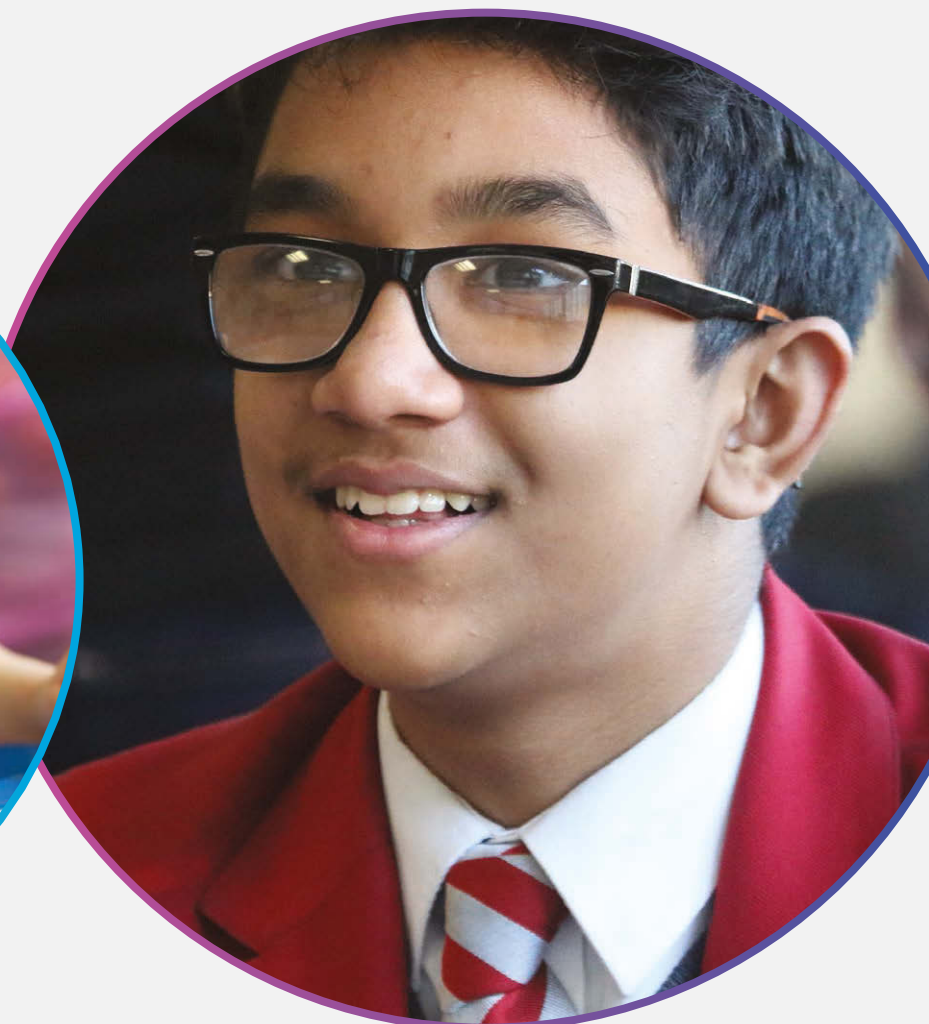


### **'But hasn't equality between boys and girls been achieved?'**

It is often assumed that schools are places of true equality where young people are encouraged to fulfil their potential in whatever way they choose. The evidence makes clear, however, that there is still much work to be done to create a truly equal educational system:

- In 2018 girls represented just 12% of entrants in Computing, 22% of entrants in Physics and 28% of entrants in Further Maths at A Level (Wise, 2018);
- The permanent exclusion rate for boys in 2009-10 was approximately four times higher than that for girls. Boys represented 78% of the total number of permanent exclusions from school (Office of the Children's Commissioner, 2012).

Despite the good practice in place in many schools, gender inequality is still a real problem. Overcoming the perception that there isn't a problem is the first step in creating a truly equal setting.



**'The differences we see in boys' and girls' interests/achievements/behaviours are natural!'**

Despite this common view, there is much evidence to suggest that the male and female brains are essentially the same. For instance, a 2015 study at Tel Aviv University compared the MRI scans of 1,400 male and female brains and concluded that 'human brains do not belong to one of two distinct categories' (Joel et al, 2014).

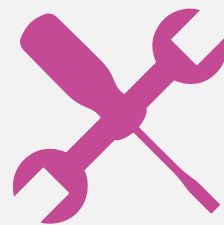
This is not to say that everyone should be treated the same, there is a huge amount of variation within populations of boys and girls, so everyone should be exposed to all possible interests and opportunities and treated according to their needs. To assume that all boys share things in common, which they do not share with girls, is incorrect and does all children a disservice.

The brain is plastic so connections are formed throughout people's lives and these connections are hugely influenced by our environment. The differences we see between boys' and girls' behaviour are largely down to environmental factors such as the toys they are given, the conversations people have with them, expectations placed upon them and the role models they see around them.



"The bottom line is that saying there are differences in male and female brains is just not true. There is pretty compelling evidence that any differences are tiny and are the result of environment not biology."

**(Professor Gina Rippon, 2014)**



## Know your own perspective

Everyone has a set of values and cultural norms that they bring to the workplace. These inform the way that teachers approach, plan and implement policies and lessons and, ultimately, impact the ethos created within the school.

Unchecked, these norms can lead to a school environment that leaves some feeling excluded, misrepresented or even mistreated.

These ideas can be deeply embedded within people's subconscious meaning that when approaching any element of our work, it is important to ask:

- What do I already know or believe?
- Why do I believe this? Is there any evidence for this belief?
- Is it worth doing more research around this topic?
- What sources have I used in my research?
- How do I know what I know?
- Do I need to consult someone with experience around this topic so I may see it from a different perspective?



## Ensure governors are on board

If the message about promoting gender equality and tackling sexism and sexual harassment is going to become part of the whole school ethos, it is vital that its importance is sold to those who have the most power to elicit change. Without the backing of governors, it is almost impossible to make a big impact in a setting. Before embarking on this work, hold meetings with governors in order to explain the school's vision and the intended changes. Allow governors to ask questions and reassure them of the moral and legal obligation to do this work.



## Include parents and carers

When attempting to make any change within a setting, particularly changes that may be different to a socially agreed set of norms, a school needs to be mindful of the differing perspectives of parents and carers.

Engage with parents and carers prior to undertaking any work and give them the opportunity to meet with school staff to voice any concerns that they might have. Most parents and carers will appreciate the transparency and the school will have the opportunity to bring on board the very people who most influence their young people.



## Engage with external agencies or groups

Where possible, it is always useful to consult with local or national organisations with expertise in tackling gender inequality, sexism and sexual harassment.

Such organisations may be able to provide useful resources or guidance specific to the needs of the school community. It may be that they can offer additional insight into issues surrounding young people from a perspective that may not be apparent to staff within schools.

Please see 'Further Resources' on page 85 for more information.





## **Let young people guide the work**

If the goal is to empower young people, then it is important that young people's opinions, concerns and ideas form the foundations of the work.

Schools have a statutory duty to promote pupil voice and to involve young people in decision making (DfE, 2014). Before beginning work on promoting gender equality and tackling sexism and sexual harassment, it is important to hold consultations with young people. Options for these could include:

- holding pupil voice sessions. These focus groups allow schools to gain insight into the experiences of the young people within school;
- online questionnaires completed by young people;
- providing a box in an accessible area where young people can post questions or concerns that they have about sexual harassment and gender inequality in school. These can be used to inform future work and to assess how young people are responding to the work that is being done.



## **Conduct a baseline audit**

Audits provide a baseline assessment to better understand how a particular setting can better promote gender equality and tackle sexism and sexual harassment. Take the time at the beginning of this process to assess what good practice is currently in place and where the gaps are in the current provision. An audit should include reviewing policies and procedures, monitoring of sexist incidents, analysing attainment by subject, monitoring rewards and sanctions and analysing representation of gender in the curriculum and resources. The following sections of this resource can be used to provide a framework for creating an audit.

For links to organisations who work with schools to conduct equality audits, please see the 'Further Resources' section of this resource.

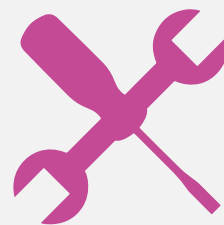


## **Establish a working group and gender equality lead**

It is important that there is a lead staff member or working group to undertake this work. Without an individual or group to take the lead, there is the danger that changes from the top never get disseminated to other staff or that change is short-lived, and progress never revisited. A working group can also ease the burden of workload and encourage buy-in from members of staff who have different roles within the school.

# Plan the Journey from Start to Finish

The following steps provide a framework to ensure that long-term, meaningful change takes place. This step-by-step process can be used to help build a school-specific action plan.



Appoint a lead staff member and form a working group composed of a diverse team, which includes members of the senior leadership team and a governor.

Communicate all changes to staff. Let staff know what will be happening and ensure they feel confident to move forward.

Communicate with parents and carers: let them know what will be happening and why. Allay any fears.

Conduct a baseline audit and consultation to establish what the school is already doing well, where the gaps are and what young people, staff, governors and parents and carers feel.

Review and amend procedures and policies.

Implement key changes to the school environment.

Implement key changes to teaching and learning, involve young people in initiatives.

Review the impact of changes and plan for improvement.

## Cascading

Throughout this process, it is important to consider how information is going to be communicated with key stakeholders. Consider:

- at which points of this process staff training will be needed to promote the vision and explain changes;
- when staff training will need to be adapted and/or repeated;
- when and how young people need to be brought on board (for example, through assemblies or form-time activities);
- how members of the school community will be shown that their suggestions and recommendations are being implemented;
- how all changes, once finalised, are communicated to the whole school community (this could be through the school's website, newsletters and/or e-mails).



# Step One:

## Policies and Procedures



Children need to be surrounded by a consistent message: there are no outsiders here; everyone is different; we like being different; we are all equal in our difference; I can get along with you even though we are different: we live in the UK and the law says this.

**Andrew Moffatt, No Outsiders (2016)**



Implementing whole school change begins with having the correct policies and procedures in place. These set the tone for the way that the school as a community promotes gender equality and tackles sexism and sexual harassment. Without these, there can be much confusion about a school's stance and what is expected of staff and students. Use policies and procedures to send a very clear message: sexism and sexual harassment in any form is not tolerated here and everyone is expected to play their part in stamping out gender inequality.

### Barriers to Engaging with this Work



#### **'I don't have time for this'**

Policies do not always need to be completely overhauled to make them more meaningful. It is useful to re-read policies with an eye on where tackling sexism, sexual harassment and gender inequality could fit well. It may be that a few small tweaks are enough to create a far more useful policy. In this section, there are links to sample policies and further guidance that may provide useful starting points and help speed up the process.

#### **'We don't have a problem with sexism or sexual harassment, so we don't need to include it in policies'**

As evidenced in the 'Starting Points' section of this resource, sexism and sexual harassment are commonplace in UK education settings. It is highly unlikely that any school in the UK is free of these. Whilst sexism and sexual harassment might sometimes be hard to spot, it doesn't mean that they aren't there. It is important to take the time to audit a setting and tackle the issues that exist. Whilst schools do not need to have a specific policy on sexism or sexual harassment, reference needs to be included in the school's wider equality, anti-bullying, behaviour and complaints policies. Details of how to respond to incidents need to be explicit, so that if incidents do occur all staff know how to respond effectively. All policies should be assessed for their impact on gender equality.



# Understanding Key Principles, Policies and Procedures

The key principles, policies and procedures that relate to gender equality and sexual harassment, and that therefore need to be considered, are:

## Values and Ethos

Every school must have a values statement, and this is the perfect place to set out the importance of equality and inclusivity in the school. It may be that the statement makes specific reference to gender equality or to a broader recognition of equality. However it is done, referencing equality within the statement sends a very clear message to all stakeholders that everybody is welcome and valued in the school.

An excerpt from a statement might look like this:

**At Little Heath School we believe that all children can grow to be happy, fulfilled adults who can contribute positively to their community. By promoting equality for all, regardless of ethnicity, gender, religion or sexual orientation, we actively seek to create a school in which everybody is represented, included and valued.**

## Developing Equality Objectives and Publishing Sufficient Information (as required by the Public Sector Equality Duty of the Equality Act 2010)

The Equality Act 2010 is a key piece of legislation that sets out the duties placed on schools with regards to tackling inequality. It is important to understand this piece of legislation fully before embarking on the work within this resource.

The Equality Act 2010 establishes nine protected characteristics and included in these is sex. Within this legislation is the Public Sector Equality Duty. This instructs schools that they have a general duty to:

- eliminate discrimination, victimisation and harassment and any other conduct that is prohibited by or under the Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Schools are required to fulfil the following specific duties:

- publish sufficient information to demonstrate the school's compliance with the general equality duty across its functions. This should be updated every year;
- publish equality objectives. These should be agreed with governors and reviewed and updated at least every four years.

Examples of how you can provide 'sufficient information' include: analysis of school performance data; a school development plan; examples of student voice; and staff, parents/carers and governor consultations. In essence, this duty asks schools to demonstrate that they are actively looking for inequality within their setting as well as opportunities to improve. Many schools choose to publish this information on their website.

The second specific duty requires equality objectives to be created, reviewed and updated every four years, in consultation with governors. To create meaningful objectives, it is important to take the following steps:

1. Equality objectives should be evidence-based and specific to the needs of the school. Evaluate the data, set up student voice, send out questionnaires to parents and carers and identify where gender inequality lies within the school and the forms sexism and sexual harassment take.
2. Once the evidence has been reviewed, sit down with the Working Group and decide on the school's priorities. This could be something like 'reducing the gap between boys and girls within STEM subjects in Key Stage 3' or 'raising the participation of girls in extra-curricular sporting activities'. These priorities become the equality objectives.
3. From here, the Working Group should now create a document outlining how these equality objectives are going to be met. Here it will be useful to think about how to make objectives SMART (Specific, Measurable, Achievable, Realistic, Timely). An example may look like:  
  
Objective: The participation of girls in extra-curricular sporting activities is raised, so that an equal number of boys and girls are participating by July 2021.  
  
How we will know when this has been achieved: There will be an equal number of girls and boys participating in extra-curricular sporting activities (there is currently a gap of x%). This can be measured by looking at attendance data for clubs. Registers are taken at the beginning of all clubs and recorded in SIMS.  
  
How we will achieve this: Girls in years 7-11 are consulted by the gender equality lead in September to assess why participation is below expectations. Based on this, the team will meet in October to create an action plan. In January, the team will meet again to review impact and make necessary changes. In June next year, SLT will look at the data over the course of the year, assess impact and action plan further steps moving forward.  
  
Who will lead on this: Gender Equality Lead, supported by the Working Group.
4. Once these equality objectives have been created, they can go out for final consultation with governors.
5. Once the objectives have been finalised, they should be published, usually on the school's website or wherever they are accessible to all stakeholders.

For more guidance on creating meaningful equality objectives see:

<http://www.equalitiesaward.co.uk/ideas-hub/monitoring-setting-and-achieving-equality-objectives>

## Equality and Diversity Policy

It is best practice for schools to have a robust Equality and Diversity Policy. This document is important because it outlines what is expected from all stakeholders with regards to gender equality and the procedures that must be followed if a sexist incident or sexual harassment occurs. To create a strong policy, it is important to have sound knowledge of the Equality Act 2010.

Important areas to reference within an Equality and Diversity Policy are:

### **Equality legislation and how it is applicable to schools**

Here, it is important to recognise the legal duties placed upon schools. This will include the Equality Act 2010 and may also include the duty to promote community cohesion as part of the Education and Inspections Act 2006.

### **Who is protected by the Equality and Diversity Policy?**

It is important to outline all nine of the protected characteristics of the Equality Act 2010. These include 'sex', 'sexual orientation' and 'gender reassignment'.

### **What does this policy protect against?**

The Equality Act includes direct discrimination, indirect discrimination, harassment and victimisation as prohibited behaviours. It is useful to reference these behaviours within the policy, although other unacceptable behaviours may also be listed.

### **What procedures are in place when something goes wrong?**

The policy should set out the school's approach to prejudice-related incidents (such as sexism), giving full guidance on how to identify, record and respond to such incidents. More information on how schools should respond to prejudice-related incidents can be found on page 29.

### **The roles and responsibilities of different stakeholders**

Make it clear who the policy applies to within the school (e.g. all pupils, staff, volunteers, governors, etc.) If there are individuals who have specific responsibilities in relation to implementing this policy, list them here.

### **How will the policy be disseminated and shared?**

It is important all relevant stakeholders are aware of the content of the policy and how it applies to them. Explain how the information contained within the policy is going to be disseminated, including any training that may be required.

### **When and how will this policy be monitored and evaluated?**

It is often useful to conclude by explaining how the impact of this document will be assessed, when it is up for review and who will take a lead on reviewing it. For more information about Equality Impact Assessments, please visit the Acas website: [http://www.acas.org.uk/media/pdf/s/n/Acas\\_managers\\_guide\\_to\\_equality\\_assessments.pdf](http://www.acas.org.uk/media/pdf/s/n/Acas_managers_guide_to_equality_assessments.pdf)

Every Equality and Diversity Policy should be personalised to the needs of each school; however, a sample policy can be found here: <http://www.equalitiesaward.co.uk/ideas-hub/sample-equality-diversity-and-cohesion-policy>

## Relationships and Sex Education (RSE) Policy

As of 1st September 2020, teaching Relationships Education will be compulsory in primary schools, and teaching Relationships and Sex Education will be compulsory in secondary schools.

All schools will be required to have in place a policy that outlines:

- the content of their RSE provision;
- how it will be taught and made accessible to all young people;
- who will be teaching it;
- how RSE provision will be monitored;
- what parents and carers should do if they wish to request to withdraw their child from aspects of Sex Education. It is not possible, however, for young people to be withdrawn from Relationships Education, or Sex Education that falls within the Science national curriculum.

An RSE Policy should be published on the school website.

When creating this policy, it is important to consider the school's unique situation. The policy should take into account, and reflect, the views of young people and teachers and the religious background of the community. However, RSE must always be delivered in a balanced way that does not undermine the rights of particular communities, such as LGBT+ communities. This is a requirement of the Equality Act 2010, as explained in 'Need to Know'.

When reviewing a policy with regards to gender equality and tackling sexism and sexual harassment, some key points for consideration are:

- Exploring with young people the 'characteristics of healthy, and unhealthy intimate relationships' ensuring this is 'inclusive to all pupils, whatever their developing sexuality or identity'.
- Educating young people on the concepts of 'sexual consent, sexual exploitation, abuse, grooming, coercion and harassment.' This should also include education on female genital mutilation, forced marriage and rape.
- Teaching all young people about puberty, including menstruation and menstrual health.
- Helping young people develop an 'understanding that some people are LGBT+, that this should be respected in British society, and that the law affords them and their relationships recognition and protections.

To further explore the content of the RSE guidance, and for more information on when such topics should be taught, see: [https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/supporting\\_documents/20170718\\_%20Draft%20guidance%20for%20consultation.pdf](https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/supporting_documents/20170718_%20Draft%20guidance%20for%20consultation.pdf)

Aspects of this updated guidance go much further than previous guidance, for example, by placing a duty on schools to promote the health and wellbeing of girls, to include study around healthy relationships and to recognise LGBT+ relationships and families. Some critics, however, have suggested that the changes do not go far enough, and that the guidance is too vague in its advice on when such topics should be discussed with young people. For more guidance on when to raise certain issues around health, sex and relationships with young people, please see 'Teaching and Learning'.

EqualiTeach recommends the Sex Education Forum who have published a comprehensive guide to updating a school's RSE policy: [https://www.egfl.org.uk/sites/default/files/School\\_effectiveness/Health-improvement/RSE%20policy%20guidance.pdf](https://www.egfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/RSE%20policy%20guidance.pdf)



## Safeguarding Policy

A robust Safeguarding Policy is a statutory duty for all schools and should be informed by a number of governmental guidelines. These include 'Keeping Children Safe in Education' and 'Sexual violence and sexual harassment between children in schools and colleges'.

In the Safeguarding Policy, it is important to include the school's commitment to keeping young people and vulnerable adults safe across all its functions and how this will be achieved. Include in this:

- how the school will protect young people from sexism and sexual harassment from adults and one another;
- the risk of young people of all genders being groomed or drawn into Child Sexual Exploitation (CSE);
- how young females will be protected from Female Genital Mutilation (FGM);
- how young people will be protected from forced marriage.

Link this policy to the Equality Act 2010 and the duty to protect individuals from discrimination, harassment and victimisation based on the nine protected characteristics. These include sex, sexual orientation and gender reassignment.

- For detailed governmental guidance on creating a robust Safeguarding Policy see: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

There are a number of other policies in which it is important to consider promoting gender equality and tackling sexism and sexual harassment. These are:

Policy/Procedure	Things to Consider
<b>E-safety and Acceptable Internet Usage Policy</b>	Within the school's Acceptable Internet Usage Policy, it is important to outline that sexual harassment, sexist bullying, incidents or language online are unacceptable. Make it clear that such incidents will be treated in the same way as bullying and prejudice-related incidents within school.
<b>Behaviour Policy/ Anti-Bullying Policy</b>	<p>Every school's Behaviour Policy should make specific reference to sexism and sexual harassment as a serious incident and include sexism and sexual harassment in its definition of bullying. It must also acknowledge the Equality Act 2010 and the school's responsibility to safeguard those with a protected characteristic, including sex, sexual orientation and gender reassignment.</p> <p>For sexism and sexual harassment to be tackled, it is important that this policy makes it clear that sexism and sexual harassment of any kind (language and behaviour) is unacceptable. It should also set out how sexual harassment, sexist language and sexist behaviour will be dealt with. For more on this, see 'Responding to Sexist Incidents' on page 29 and Responding to Incidents of Sexual Harassment on page 31.</p> <p>Governmental advice on creating a Behaviour Policy can be found here. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf</a></p>

Policy/Procedure	Things to Consider
<b>Staff Code of Conduct</b>	<p>This policy should make it clear to staff that sexism and sexual harassment between staff is unacceptable. Stereotypical language about men and women such as 'man up' or 'girls in admin' should be included as examples of sexism.</p> <p>Staff are also responsible for safeguarding their young people. This means everyone within a school should be actively working toward an environment free of sexual harassment and sexism. Make it clear in the policy that staff are expected to treat young people in such a way that avoids making stereotypical assumptions about sex and/or gender. This might include choosing boys to help with heavy lifting or not discussing football with girls.</p>
<b>Uniform Policy</b>	<p>Uniform policies should not prescribe particular clothing to young people based on their gender.</p> <p>When writing this policy, however, be mindful of how people may choose to represent their religion or ethnicity and account for this. For example, prohibiting all headwear may create an environment in which some young people do not feel able to express their religious beliefs. Policies should take into account girls who choose to wear a hijab or boys who wear a kippah, for example. It can be useful to consult with parents, carers and staff to ensure the Uniform Policy is inclusive.</p>
<b>Whistleblowing Policy</b>	<p>Make it clear here that all complaints of sexism or sexual harassment made anonymously via the Whistleblowing Policy will be treated sensitively and seriously. Outline the procedures that will be in place should an incident of discrimination, harassment, victimisation because of sex or sexual harassment be reported anonymously.</p>
<b>Home-School Agreement</b>	<p>A Home-School Agreement is a great place to set out the school's expectations in relation to equality in general, including gender equality. This can include the school ethos and/or values statement. In this policy, explain to parents and carers what the school expects from them and what they can expect, in return, from the school.</p> <p>For a sample Home-School Agreement see: <a href="http://www.equalitiesaward.co.uk/ideas-hub/sample-primary-home-school-agreement">http://www.equalitiesaward.co.uk/ideas-hub/sample-primary-home-school-agreement</a>.</p>

# Important Things to Consider When Updating or Creating Policies

When reviewing and updating any school policy, it is important to give due regard to several important factors, including:

- **How will these policies answer the school's needs?**

There are many example policies that can be used to provide guidance for a school. These can be a very useful tool to get a school started, however, it is vital that schools fully personalise these policies, taking into consideration the demographic and particular needs of young people, staff, and parents and carers. Take the time to gather and assess evidence before deciding on the priorities of the school in relation to gender equality, sexism and sexual harassment.

- **Do the school's policies demonstrate an awareness of intersecting vulnerabilities with regards to gender?**

Whilst it is necessary to consider policies from the point of view of different genders, it is also important to recognise that many individuals may be at greater risk of discrimination due to more than one element of their identity. For instance, when considering the needs of women, ensure the needs of Black, Asian and other Minority Ethnic (BAME) women; lesbian, gay, bisexual and transgender (LGBT+) women; disabled women; and women of different religions are included.

- **Who needs to be consulted in advance?**

When changes need to be made that might heavily impact a specific group of people, it is important to consult with a variety of representatives of that group. This could include young people, parents/carers or other staff. This will ensure all policies are bespoke to the setting and will help ensure people are on board with the proposed changes.

- **How will these policies be disseminated to all staff?**

Inert policies listed on a website and never viewed by relevant stakeholders will not create meaningful and lasting change. Consider how staff will be made aware of the policies that have been created. This could be as part of whole-staff training and/or induction processes for new staff.





- **What do young people need to be told?**

Think of a way of informing young people about the changes that are being made. Some schools have adapted some of their key policies, such as their Anti-Bullying Policy, to child-friendly versions and placed these in prominent places around the school.

- **Are the policies accessible to all stakeholders?**

Policies should be published so that they can be viewed by the public. School websites are a useful place to begin, but how does the school ensure that those with accessibility issues are still able to access them? Think about individuals with visual impairments or those who do not have access to a computer.

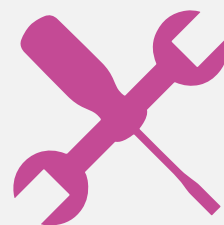
- **Is terminology clearly defined?**

It is likely that school policies will include phrases such as 'sexist incident' and 'harassment'. Using correct terminology is essential; however, it is also vital that technical terms are fully explained to those using these policies.





# Recognising and Responding to Sexist Incidents



## How to Recognise a Sexist Incident

Schools should adopt the following working definition of a sexist incident:

**A sexist incident is any incident which is perceived to be sexist by the victim or any other person**

This definition is rooted in the legal definition of a hate incident: A hate incident is any incident which is perceived by the victim or any other person as being motivated by prejudice or hate. (Metropolitan Police, 2019)

This definition is purposefully broad and dictates that any complaint of sexism needs to be taken seriously and investigated and avoids situations in which a target or witness fears they won't be believed or the person an incident has been reported to is unsure whether an incident requires further investigation.

By including the term 'any other person', this definition ensures the burden of reporting does not always fall on the target and that incidents can be reported even if there isn't a direct victim.

It is also important to note that there is no mention of intention within this definition. It is the impact of sexist incidents that is important, not the intention behind them. Intention is only important when considering the repercussions on the perpetrator. If there was no intention, the perpetrator will not need punishment, but just education.

After an investigation has taken place it may, of course, be concluded that no sexist incident did occur, however working to this definition ensures that all parties are given a fair hearing and that no incidents go undealt with.

## Responding to Sexist Incidents

The school should have a clear procedure for dealing with sexist incidents, which works alongside the Equality and Diversity Policy, Anti-Bullying Policy, Behaviour Policy and Safeguarding Policy. It is essential that all sexist incidents that occur within a school are reported and recorded as such, even if they are one-off incidents. Thorough records are the only way to fully understand the nature, frequency, and patterns of sexist incidents in the setting. The following pathway can be used as a template for putting together an effective procedure for responding to sexist incidents:

### Immediate Action

- Treat the issue seriously—never dismiss a person's claim
- Offer support for the target and any bystanders who may have been harmed
- When speaking with the perpetrator, focus on their behaviour as opposed to their character, and make it clear that such behaviour is unacceptable
- Ensure any witnesses are aware that this behaviour is unacceptable and explain why
- Ensure that the incident is recorded as soon as possible

## Investigation

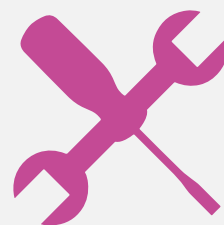
- Led by relevant members of SLT
- Inform parents and carers
- Ensure everyone involved is individually given a fair hearing and an opportunity to share their version of events in a calm and non-confrontational environment
- Approach witnesses for written statements to inform the investigation
- Bring all parties together for conflict resolution
- Ensure all parties are made aware of the outcome of the investigation and the reason behind any actions taken

## Long Term

- Give the perpetrator the opportunity to repair the harm they have caused
- If this incident has highlighted the need for further training or education on sexism, ensure this is organised
- Targets and their parents or carers have a right to refer cases to the police and all parties have a right to appeal to the school's Governing Body.



# Recognising and Responding to Incidents of Sexual Harassment



Advice for dealing with incidents of sexual harassment should be provided in the school's Safeguarding Policy and be consistent with the advice in Working Together to Safeguard Children and Keeping Children Safe in Education. Any member of staff may receive a disclosure and so all staff should be trained in how to respond in such instances.

## Initial Response

The person receiving the disclosure should take the report seriously – often young people, particularly those who are disabled or have special educational needs, feel that they are not listened to or believed. It is important to make sure that the young person feels supported and is not made to feel ashamed or given the impression that they are causing a problem. It is important the young person is not asked leading questions which may bias a subsequent investigation. The young person can be encouraged to 'Tell', 'Explain' and 'Describe' the concern. If it is necessary to seek further clarification, it is important to keep to open questions such as What? When? Who? How? Where?

## Record and Report

A record of the young person's words should be made as soon as possible. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. The report should only record the facts as the young person stated them, not the opinions of the person receiving the disclosure. The report should then be passed to the school's Safeguarding Lead.

## Next Steps

The designated Safeguarding Lead should make an immediate risk and needs assessment, which considers:

- the victim, especially their protection and support;
- the alleged perpetrator;
- all the other young people at the school, especially any actions that are appropriate to protect them (Department for Education, 2018).

Where a child has been harmed, is at risk of harm, or is in immediate danger, schools should make a referral to local children's social care. Where a crime may have been committed the incident should be referred to the police. The stated age of criminal responsibility is ten. If the perpetrator is under ten, the police will take a welfare, rather than a criminal justice, response.

For incidents which do not constitute sexual abuse, the school may be able to handle the incident through their internal Behaviour and Anti-Bullying Policies. Whilst there may be sanctions involved for the perpetrator(s), incidents should also be used as an opportunity to educate the young people as to the appropriate way to behave and used as a basis for further work throughout the school.

For further information please see:

Department for Education (2018). Sexual violence and sexual harassment between children in schools and colleges.

Anti-Bullying Alliance (2017). Sexual bullying: developing effective anti-bullying practice

# Part Two:

## Changing the School Environment



When someone with the authority of a teacher describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.

**Adrianne Rich, *Blood, Bread and Poetry: Selected Prose* (1986)**



When embedding gender equality throughout a school and taking a whole school approach to preventing sexism and sexual harassment, there are some key considerations to be made with regards to the school environment. It will be possible to implement some changes quickly and easily, whilst others may take time, but all will set the school on the path to being safe and inclusive.

### Barriers



#### **'I am worried about bad publicity'**

The media can be fickle and unkind to those making positive changes, so there can be an understandable fear that by taking steps to change the school uniform or available facilities the school will face backlash. It can be useful to ensure that there is an evidence base to support the changes made (such as the profound impact on young people) which is documented and readily available to all. Furthermore, when implementing a particular change (such as an introduction of gender-neutral toilets), it could be useful to prepare a short, positive communication for parents and carers and publish something on your website. Be open and transparent and provide people with the opportunity to come and speak with someone at the school if they have concerns.

#### **'We don't have the money to do this'**

Budgets are often tight, so updating and changing the available resources (such as new books with more diverse authors and characters) can fall down the list of priorities. It's important to remember the impact that even seemingly small changes can have on young people; many changes can be implemented at low or no cost. In addition, consider finding alternative ways to raise funds for books and resources through cake sales or other initiatives, which young people themselves may wish to lead.

#### **'This isn't practical!'**

Not all schools are in a position to make structural changes to a building which can lead to a feeling that 'we can't make any changes.' There are many ways to change environments and spaces without calling in builders, and this chapter will help to explore those possibilities.



# Areas to Consider

## Classrooms



"Children learn these 'rules' of how to be a boy or girl at a very young age, via marketing, media and those around them. It can be upsetting to the child if their interests do not conform and can prevent them from being the people they really are."

(Perryman and Rippon, 2014)

It is important that classroom environments provide a safe space for all young people to be themselves, feel safe and to ensure equal access to learning. Some areas to consider in the classroom are:

**Register:** Do not segregate the register by gender. This reinforces an assumption that one gender should always be 'in front' or ahead.

**Seating plans:** Rather than segregating students by gender ('boy, girl, boy, girl'), which can exclude trans students and may be based on gendered assumptions about behaviour patterns, it is much more effective and inclusive to get to know students and organise the room based on their individual behaviours and how well they work together. Of course, this isn't always possible or practical, in which case other randomised systems such as numbering students as they arrive or organising alphabetically can be used.

### Case Study:

A teacher changes their seating plan every week using a random generator. The following online generators can be used:

<https://www.clickschool.co.uk/seatplan/>

<https://profsamscott.com/seatingplan/>

<https://www.megaseatingplan.com/>

**Rewards:** It is important to be aware not only of who is being rewarded and why, but also what rewards are offered. For example, are girls offered stickers which are pink butterflies and boys, stickers which are cars or footballs? Have assumptions been made about the sorts of rewards young people will want?

Reflecting on how rewards are earned and who is receiving them can also help to highlight and challenge unconscious biases. Take time to think about classroom expectations and whether these expectations are upheld and reinforced in the same way for all young people. Taking note of which young people are rewarded most often can highlight some patterns that may need consideration.

**Roles:** How are roles assigned in the classroom? For example, are 'strong boys' asked to move furniture and 'helpful girls' to hand out books?

For more information on how the language teachers use impacts classroom dynamics, watch the BBC's documentary 'No More Boys and Girls: Can Our Kids Go Gender Free?' (BBC, 2017).

**Respecting each other:** It is important that staff and pupils respect each other's personal space, feel able to articulate if they feel uncomfortable and show respect when someone says 'no'. Sexist behaviours, slang words for body parts, sexual innuendo, sexual advances or comments should be consistently challenged and incidents should be used as an opportunity to educate young people as to why they are unacceptable.

## Staff Interactions

Staff interactions with young people, families and each other are a crucial part of building a safe and equal environment.

First and foremost, staff must demonstrate and role model a zero-tolerance approach to sexism and sexual harassment. It is important that staff communicate respectfully, respect each other's and young people's personal space, do not engage in sexualised jokes or behaviours and avoid unnecessary gendered and patronising language, such as 'the girls in admin', 'man up' or 'don't be such a girl'.

It is important that young people and staff who may report incidents are taken seriously and listened to, and any staff or young people displaying these behaviours face appropriate recourse. For further information on creating policies that will support this work, see 'Policies and Procedures'.

Create an environment where staff are approachable. Make sure that young people feel that they can share worries and concerns and ask any question with confidence.

Ensure a variety of staff supervise different areas of the school and different activities. For example, games of football should not only be supervised by male staff. Likewise, if all teachers for a particular subject are of one gender be sure to invite external visitors of another gender to help supervise clubs.

### Ensure all staff use the right gender pronouns to refer to people.

Pronouns are linguistic tools used to refer to people and validate their identity. It is important to refer to people by the pronoun that they identify with. If in doubt, it is fine to ask 'What pronouns do you use?' or 'What pronouns would you like me to use?'. Often, an individual will have a very clear idea of which pronouns work for them.



"Just like chosen names, using the proper pronouns is validation. It's an expression of love and acceptance. To not do so is an attack on [someone's] very being."

(Soukup, 2018)



### Want further information about pronouns? Try the following links:

Seventeen, Why Gender Pronouns Matter: <https://www.youtube.com/watch?v=9iKHjI5xAaA>

Chak, A. (2015) Beyond 'he' and 'she': The rise of non-binary pronouns. <https://www.bbc.co.uk/news/magazine-34901704>

## Communications and Displays

The school's commitment to promoting equality and tackling discrimination and harassment should be clearly outlined in its mission statement and aims and flow through the school's policies and procedures. Policies and procedures should be kept up-to-date and shared on the school website and in communications with parents and carers. Pupil-friendly versions of policies can also be created, shared with the young people and displayed around the school.

It is important to consider language and imagery used in communications and displays and the messages that this sends.

For example:

- The school website, prospectus and other communications (such as leaflets and letters) should use gender-neutral language. For example: communications should refer to parents and carers rather than mothers and fathers.
- Posters and leaflets should not be targeted at a particular demographic, explicitly or implicitly. For example, if the poster for the football club only features boys it will send out a message that it is not for girls.

Whether in classrooms, the reception area or through the halls, school walls are often filled with displays. These are a great opportunity to demonstrate the school's commitment to equality and diversity by considering what content to display and the language and imagery used.

- Do school displays represent a diverse range of people, topics and ideas?
- Are displays arranged to avoid segregating them by gender?
- Do the displays reinforce gender stereotypes or challenge them?
- Are the displays reflective of the diversity within the pupil population and local community?

### Case Study:

A school uses every topical display as an opportunity to challenge stereotypes. For example, on a display showing a recent science project, the display will also include a photo and information about a renowned female scientist.

Notice boards can be useful to ensure all young people are aware of the reporting systems and support available for anyone experiencing sexism or sexual harassment. Young people can be involved in creating posters or leaflets highlighting that these sorts of behaviours are unacceptable, and what they can do if they see or experience them.

## Facilities

Where possible, the school should offer gender-neutral toilets to staff, young people and visitors. Individual cubicles can be made available to those of all genders with a change of signage. Depending on the design and layout, bathrooms without urinals can be gender-neutral, and a gender-neutral layout can also help to reduce bullying.



63.4% of transgender students reported avoiding bathrooms  
(Gender Spectrum, 2017)

Where gendered toilets are in place, the décor should remain neutral, avoiding gender stereotypes such as painting the girls' toilets pink and the boys' blue.

Adequate sanitary provision should be available for all who require it. Rules around toilet usage should place the best interests of the child first, ensuring no detrimental impact to a young person's dignity or health.

When young people are required to change their clothes for sports, gender-neutral facilities should be provided where possible for people who might wish to use them. Transgender young people should be supported to use the facilities appropriate to their gender identity.

Should a complaint arise from a young person regarding transgender young people using facilities appropriate to them, the complainant should be provided with the opportunity to change separately, rather than asking the transgender young person to do so.

It is important not only to consider facilities provided by the school, but also policies regarding when young people can use them. Blanket policies on toilet access ('no toilet breaks during lessons') go against recognised guidance from human rights agencies. Young people who are menstruating (and young people of any age at risk of 'accidents') require unrestricted access to the toilet (RightsInfo, 2018).



## Case Study:

Barrow Hall Primary School in the north of England removed the gender designation of their toilet blocks, stating:

'We strongly believe that it is our responsibility to ensure our children are fully prepared for the ever changing and diverse world that they are living and growing up in and that this change is in line with this responsibility [...] Barrow Hall believes passionately in equality of opportunity... We therefore believe children should be able to access all facilities equally and we should not segregate pupils unnecessarily.'

The facilities are designed to be safe for gender neutral provision. They have floor-to-ceiling doors and panels and can be locked from the inside. Washing and drinking facilities are in open areas clearly visible from the corridor and classrooms.

As a result of these changes, the school has said: 'the behaviour of children in the KS2 toilets has significantly improved compared to when the school had gender specific blocks in the previous school building [...] pupils report that they feel much safer than they did in the gender specific blocks in the old school building.'

The school's recent Ofsted report stated:

"Pupils have a good awareness of what it is like to be, or to feel, different. They say everyone is welcome and 'no-one is made to feel uncomfortable for being who they are' at Barrow Hall. They proudly told me about the school's new gender-neutral toilets."





## Library and Resources

When creating a whole school environment that promotes gender equality and tackles sexism and sexual harassment, it's important to consider the resources and activities available to young people. When looking at the books and resources available in the school library or other areas, consider the following:

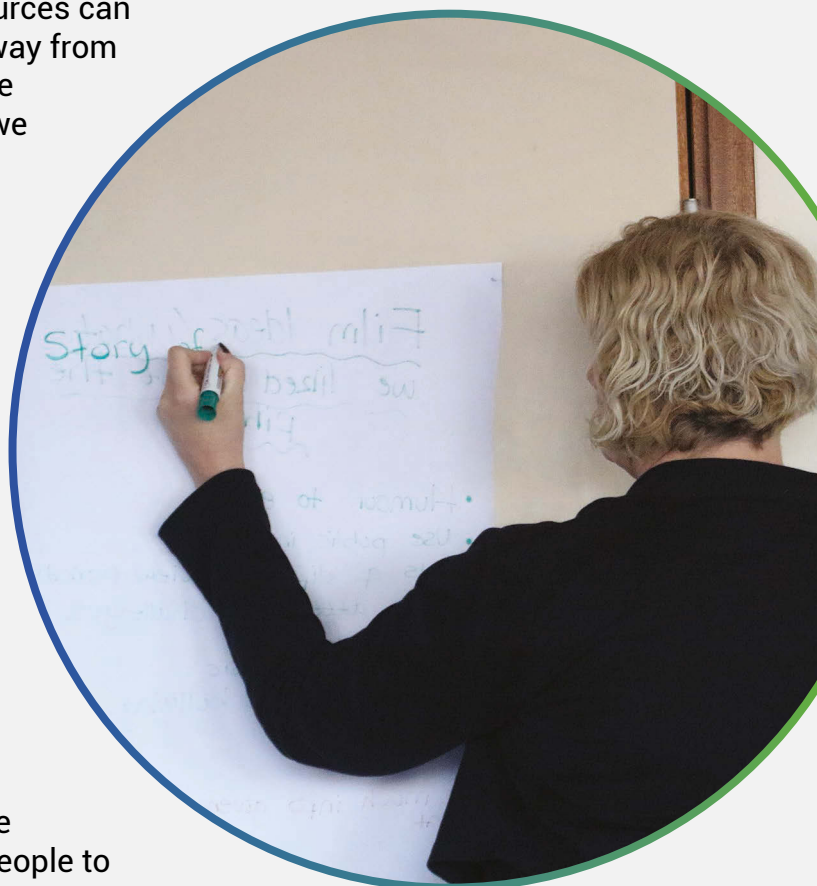
- **Diverse authors:** Are the available resources written by a range of authors of different genders and backgrounds, bringing a variety of experiences and perspectives? Even if there are lots of books featuring female protagonists, if they are not written by diverse authors, providing a range of different perspectives, it is doing young people a disservice.



"Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity."

(Chimamanda Ngozi Adichie, 2009)

- **Diverse characters:** Can young people easily access books and resources where they can see themselves reflected, and where they can find perspectives and experiences that are different to their own? Stories may depict a relatively narrow representation of women's lives if, for example, all the protagonists are White, or non-disabled.
- **Non-stereotypical storylines:** Books and resources can also be useful for challenging and breaking away from stereotypes. By choosing stories which feature characters in non-stereotypical gender roles we can help to normalise those ideas for young people. Does, for example, the school library offer books featuring male characters in a variety of roles?
- **Not organised/separated by gender:** Books and resources can be organised by topic, by author, by title, but shouldn't be organised by gender (as in 'Boys' books/ Girls' books'). Young people can then make the decision as to which stories they are interested in.
- **Healthy relationships and signposting:** There should be books and resources available which provide young people with the opportunity to learn about healthy and respectful relationships; what respectful behaviour looks like; consent; body confidence and self-esteem; and which signpost young people to sources of extra support.



### **Case Study:**

A school notices a trend amongst their year 5 students that boys appear disinterested in reading. In an attempt to encourage reengagement, all boys are offered books about football.

It is good practice to recognise and monitor engagement and achievement based on different characteristics such as gender, and to work to bridge any gaps. However, this approach makes assumptions about the interests of the young people based on their gender and reinforces stereotypes.

### **Even Better If:**

Exploring different mediums such as graphic novels, comics or short stories may be useful for young people who appear disinterested in reading.

Conversations with young people may help to uncover underlying reasons for disengagement and may also help to point to more effective resolutions.

For example, it may become apparent that young people have internalised societal messages that reading is for girls, so that school can take steps to counter these messages. This might include educating young people on gender stereotypes and their impact, or highlighting role models who challenge gender stereotypes, such as the rapper Stormzy, who has recently launched a partnership with a publishing house, and said "Reading and writing as a kid was integral to where I am today" (Stormzy, 2018).



### **When looking to diversify the resources in the school, visit:**

Diverse Kids: <https://diversekids.co.uk/>

Letterbox Library: [www.letterboxlibrary.com](http://www.letterboxlibrary.com)

Willesden Bookshop (multicultural books only):  
[www.willesdenbookshop.co.uk](http://www.willesdenbookshop.co.uk)

BookTrust: [www.booktrust.org.uk](http://www.booktrust.org.uk)

Tamarind Books: [www.tamarindbooks.co.uk](http://www.tamarindbooks.co.uk)

BookLove: <http://thisisbooklove.com/>

Some of the above organisations offer diverse book packs and will offer consultancy based on the demographic of the school community.

## Playground/Outside Spaces

Young people should feel safe and protected from sexism and sexual harassment wherever they are in the school. This includes outside spaces and playgrounds.

It can be useful to work with young people to find out where bullying or harassment may be more likely to take place, and what could be implemented to make these areas safer. This can be done by organising a walk around the school with a small group of young people or by conducting surveys and focus groups.

Some potential initiatives or solutions that could be implemented based on the findings include:

- **Safe zones:** It can be helpful to provide designated safe zones. This may include a classroom or outside area which is always supervised by staff, or the office of a member of staff who young people can talk to and report their concerns. Making the school community aware of these designated spaces not only provides a clear message to those who may need to access support, but to the whole community that sexism, sexual harassment and all other forms of bullying are not acceptable, and that the school is working to eradicate them.
- **Staff supervision:** Based on the findings from surveys or focus groups, the school may choose to increase or relocate supervising staff in order to improve the safety of the school environment.



### Activity for mapping bullying and harassment 'hotspots':

Use a large sheet of paper and create a map of the whole school. Include areas such as toilets, classrooms, the playground and corridors.

Invite young people to place stickers on the areas where bullying or harassment is most likely to take place.

Young people can add post-it notes to explain why bullying or harassment is more likely to place in those areas, and what they think could be done to help.



## External Visits and Visitors

An exciting part of school life for young people is the various trips, visits and experiences they will take part in. These provide another great opportunity to challenge stereotypes and get young people thinking outside the box, but also require consideration with regards to safety and inclusion.

The following questions may be useful prompts to think about when planning an educational visit:

- Are there any exhibitions or events that cover the chosen topic but in a more diverse and representative way?
- Do exhibitions include a diverse range of stories and contributors? If not, can this be highlighted as a discussion point or learning opportunity?

### Case Study:

As part of a topic on 'Jack the Ripper', the History department at an East London Secondary School take their Key Stage 4 students on a school trip: 'A Hidden History of Women in the East End: The Alternative Jack the Ripper Tour'. This tour encourages young people to focus on the lives and experiences of the victims rather than the celebrity of Jack the Ripper.

For more information visit: <https://beyondthestreets.org.uk/2019/02/04/hiddenhistory/>

It is also important to think about the facilities available when making external trips:

- Will gender-neutral and/or accessible toilets be available on site?
- If required, are gender-neutral and/or accessible changing facilities available (for example if going to a leisure centre)?
- Will it be possible to adequately supervise all young people at all times to ensure that they are safe from situations which may put them at risk of incidents of sexism or sexual harassment?
- Do young people know who they can talk to on the trip if they have a worry or concern?

Finally, when inviting external visitors into the school, the following considerations should be made:

- Are a diverse range of guest speakers regularly invited into school? Do they represent different genders, as well as different cultures, religions and nationalities? Can this opportunity be used to challenge gender stereotypes?
- Are exhibiting staff who attend school careers fairs representative of a diverse range of backgrounds?
- Will the visitor's session/content will be in line with the school's values?

# Step Three:

## Teaching and Learning

Teaching and learning is at the heart of any school and taking targeted steps to promote gender equality in this area can be of great benefit to all learners. This section considers how to ensure subjects are accessible to and inclusive of young people of all genders, looks at learning opportunities outside of the classroom and the role that form time, assemblies and extra-curricular activities can play in promoting gender equality and tackling sexism and sexual harassment.

### Barriers to Engaging with this Work

#### **'I already treat everyone equally in my classroom'**

This idea has been touched upon in the 'Starting Points' section. Most teachers teach because they want the best for all young people. However, everyone brings to the classroom a set of assumptions and cultural norms that can lead teachers to treat groups of people differently. In terms of gender, this may be in the language used to speak to boys and girls, expectations of behaviour and academic success, or assumptions about how different genders learn. As practitioners, it is important to take time to evaluate every aspect of teaching practice and actively seek out where assumptions about gender may be affecting young people's experiences of the classroom.



#### **Case Study:**

Lotta Rajalin is Headteacher at a gender-neutral pre-school in Stockholm, Sweden. As a way of evaluating whole school practice, all staff were asked to film their interactions with young people. Having watched the recordings, staff realised that they often treated girls and boys differently. For instance, they often used different tones when speaking with boys and girls, tolerated more rowdiness from boys and were more likely to comfort a crying girl than a boy. Rajalin said, 'After we had been filming and observing each other, we understood that it's not the children we have to change, it's ourselves' (Rajalin in Scott, 2018).

#### **'Everyone has equal access to learning opportunities at our school'**

Even in schools where extra-curricular activities and trips are made available to all young people, it is important to monitor uptake. Just because opportunities are open to all, it does not mean that individuals feel comfortable taking part. Some young people may feel like certain opportunities are not for people 'like them'. Collect and evaluate participation data for after-school clubs and school trips. Is there a clear divide between the opportunities young people of different genders are taking?

#### **'I have to teach to a set curriculum. What can I do?'**

Ensuring that the curriculum is inclusive of all does not have to mean overhauling everything. All areas of practice from the pictures on PowerPoint displays to the language that is used send a clear message to young people about what is expected of them. Read on for ideas about how classroom practice can be adapted to effectively promote gender equality and tackle sexism and sexual harassment.

#### **'I'm embarrassed to talk about these issues'**

It is important as a school to create time for training and for open discussion, so that staff can discuss things that they find embarrassing or uncomfortable and that they know the importance of creating an open environment for young people to talk and learn. It is important that staff understand that education doesn't create more harassment or sexism. It allows existing problems to be identified and solved before they escalate.



# In the Classroom: The Curriculum

It is vitally important that curriculum design and implementation is inclusive of people of all genders. Opportunities to discuss gender equality, sexism and sexual harassment should be regularly seized.

All teaching and learning opportunities need to provide space for young people to see themselves reflected in what they are learning and provide positive role models. The curriculum should be an inclusive and safe space, and a tool for combatting sexism and sexual harassment.

## Early Years



Research has shown that by the age of two, most children have an understanding of the societal importance of gender (**Martin and Ruble, 2004**) and, by the time children reach the end of Key Stage 1, have already developed a clear understanding of how boys and girls are expected to behave (**Bian, Leslie, and Cimpian, 2017**). The Early Years, pre-school and primary settings are spaces where gender inequalities continue to be reinforced.

However, whilst sexist materials have been shown to strengthen children's biases, gender-neutral toys and resources help to encourage children to engage in a wider range of activities (**Karinol and Gal-Disegni, 2009; Schau and Scott, 1984**).

The use of gender-neutral materials which actively challenge stereotypes can work to dismantle traditional gender norms, and even undo children's previously held conceptions (**The Fawcett Society, 2019**).

The Early Years setting is a place where young people can be encouraged to develop their view of the world in a non-binary way and learn about personal boundaries and healthy relationships.

**The Ofsted Early Years Inspection Handbook** states that providers must teach children the language of feelings, helping them to appropriately develop their emotional literacy and value and understand the practice and principles of equality and diversity. Providers should be effective at promoting these in an age-appropriate way, which includes routinely challenging stereotypical behaviours and respecting differences. This helps children to reflect on their differences and understand what makes them unique. **Development Matters in the Early Years Foundation Stage (EYFS)** also advocates an avoidance of gender bias and stereotyping. It is important to remember that many of the statutory duties listed in 'Need to Know' are also applicable to Early Years settings.

### Important documents:

**EYFS Framework:** <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

**Ofsted Early Years Inspection Handbook:**  
[https://www.foundationyears.org.uk/files/2015/05/Early\\_years\\_inspection\\_handbook.pdf](https://www.foundationyears.org.uk/files/2015/05/Early_years_inspection_handbook.pdf)

**Development Matters in the Early Years Foundation Stage (EYFS):**  
<https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

The following table breaks down the EYFS framework and outlines some things to consider when addressing changes in practice.



### **Personal, Social and Emotional Development (PSED):**

- Do young people police each other in a gendered way? For example, 'you can't wear Peppa Pig you're a boy!' Are these instances challenged?
- Are all young people given opportunities to discuss feelings and emotions?
- Are young people encouraged to be aware of personal boundaries, consent and the idea that their body belongs to them?



### **Physical Development:**

- Do children know that all sports and activities are for everyone, regardless of gender?
- Are examples of positive role models provided, especially those that challenge stereotypes?



### **Literacy:**

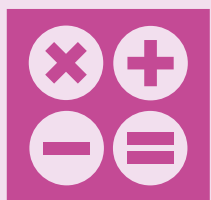
- Are a variety of diverse role models provided in resources and displays?
- Are materials and resources inclusive? Do they provide positive examples of a diverse range of people?
- Are pictures and stories which depict men and women in non-traditional roles used?

Visit [www.equaliteach.co.uk](http://www.equaliteach.co.uk) to access our resource 'Reflecting Diversity in the Classroom' for inspiration.



### **Language Development:**

- Are gender-neutral terms used? For example, job descriptions that are not masculinised or feminised?



### **Maths:**

- Are examples provided of a variety of role models in resources and displays, especially those that challenge stereotypes?
- Are the choices young people make during choice time activities monitored; are all young people engaging in maths-related activities?



### **Understanding the World:**

- Is difference regularly celebrated?
- Are there opportunities to talk about different families on a regular basis?
- Do examples feature a diverse range of role models?
- Are gender stereotypes actively challenged?



### **Expressive Arts and Design:**

- Are all young people encouraged to be creative regardless of their gender?
- Are young people encouraged to use and engage with different colours and subject matters?

### Case Study:

In Sweden, several gender-neutral kindergartens are being run by Headteacher Lotta Rajalin. Amongst other practices, a special effort is made by staff to discourage children to think of toys as 'girls' toys' and 'boys' toys'. In these schools, skeletons help with household chores, princes kiss frogs and Barbie enjoys riding on her dinosaur (Maclellan, 2017)



### Case Study:

In an afternoon play session at a pre-school, the lead practitioner overhears a female child, Marie, telling off Addison for playing in the home area and pretending to cook because he is a boy.

The practitioner immediately intervenes, asking Marie why it is she thinks boys can't play in this area of the classroom. When Marie responds with 'because boys play with other stuff', the practitioner talks to both young people, exploring the idea that all of the toys and activities in the room are for everyone to play with.

Both children choose to stay playing in the home area and spend the rest of the afternoon engaging in imaginary play where they both live in a house and are doing the chores together, a game which is encouraged and expanded upon by staff in the room.

Over the next two weeks, staff at the pre-school engage the young people in work thinking about the fact that there is no such thing as toys just for boys or just for girls, and have circle time discussions and play acting about all the things the children do to help out at home.

# The National Curriculum: Key Stages 1 to 5



'Research in Australia has found that exposing 8-9-year olds to counter-stereotypical stories has a significant impact on self-esteem'

(Ochman, 1996)

A whole school approach to the secondary curriculum has been proven to make positive steps towards closing the gender gap. The Institute of Physics has seen how a shift from a subject-focussed approach to a whole school approach to tackling gender stereotypes has trebled the number of girls taking AS-level Physics in participating schools over two years (Institute of Physics, 2017; Gender Balance Scotland, 2018).

As there is a considerable amount of overlap in approaches to creating a gender inclusive curriculum across Key Stages 1 to 5, this section of the resource includes approaches to individual subjects which can be expanded upon, or made simpler, depending on the age of the young people.

Here are some top tips to consider when starting this work:

- **Don't overcomplicate things:** There is not a need to start all lesson plans again from scratch; look for opportunities to promote gender equality and challenge sexism and sexual harassment within existing lessons. Moreover, avoid overcomplicated explanations, or leaving out issues because it is thought that young people aren't aware of them.
- **Involve young people:** Get young people involved, give them a sense of agency in making changes to the school environment or helping develop curriculum content for younger students. Ask young people what they would like to see and do more of.
- **Be open and transparent:** Remember that it is not necessary to know it all. Teachers can signpost young people to external agencies, websites or individuals who do have that expertise. Alternatively, topics can be revisited at a later date in form time or circle time. It is also important to remember that older young people in particular may have a great level of expertise themselves and might be well read around certain topics. They might have really important personal experiences that can help develop best practice and inclusive environments.
- **Think about resources:** The lesson content and approach might be fantastic already, but what about the images, texts and colours? Be self-critical and aware of biases.
- **Be actively intersectional:** Remember that every experience is different, and, for many young people, gender inequality isn't the only societal condition which impacts on their life. The collision of gender, race and ethnicity, sexual orientation and/or disability means that, as practitioners, it is important to be doubly aware of approaches and resources used, because not all feminist or gender-neutral material is fully inclusive.





## English Language and Literature

- Introduce themes and representations of gender, feminism, gender equality, sexualisation and sexual harassment
- Use texts which introduce a diverse representation of male and female characters, and, where texts do not, use this as a discussion point to further evaluate stereotypes in context
- Introduce LGBT+ authors or texts with LGBT+ characters
- Conduct speech-writing activities or debates on issues of gender equality, sexism, consent, body image, pornography
- Look at language in magazines or newspapers that is gendered or aimed at a specific gender
- Look at language in magazines or newspapers and consider their 'violence' – can young people make links between the language of the written media and statistics regarding sexual harassment in the UK?
- Undertake creative writing activities which encourage young people to put themselves in the shoes of a role model who combatted gender stereotypes
- Formally teach gender-neutral language and pronouns within language lessons
- Explore diverse representations of identity



## Physical Education

- As far as possible, avoid separating students by gender. At primary level there are no significant differences in size and strength between boys and girls and no reason why they should be separated for PE and at secondary level there are many games which can still be conducted inclusively in mixed gender groups such as touch rugby
- Ensure all sports (within and outside of lessons) are inclusive of all genders and promoted as such
- Ensure uniform and kit options are gender-neutral
- Discuss equality and teach about challenging discrimination in sports
- Celebrate gender diverse role models with young people
- Be vigilant with regards to sexism or sexual harassment
- Provide a choice of spaces for transgender young people to change in a setting where they feel comfortable



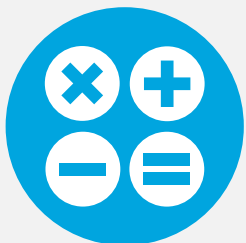
## The Arts: Drama, Art and Design, Media and Music

- Introduce themes and representations of gender, feminism, gender equality, sexualisation and sexual harassment
- Let young people play who they want to play, ignore gender binaries in plays and drama activities
- When young people do play roles outside the binary, check stereotypical behaviour! Have they interpreted texts and exposed their own bias?
- Explore diverse representations of identity
- Think about stereotypes, sexualisation and sexual violence in advertising, films and visual media
- Use drama activities to explore the impact of sexism and sexual harassment on individuals
- Using improvisation drama techniques, ask young people to explore the question 'Why does sexual harassment happen; which situations in our society lead to its prevalence?'
- Discuss consent, make sure young people are fully aware of their rights and prepare them fully for the world of work in theatre, TV and film industries
- Undertake topic work on the Time's Up movement – what does it mean for the film industry? Use hot seating as a method to explore different issues and perspectives, and to question behaviours and motivations.



## Geography

- Take the time to check for unconscious bias when teaching about cultures and ensure young people are developing a rounded view of cultures other than their own
- Provide young people with a gender diverse range of role models
- When teaching about human geography explore how things may impact on men and women differently
- When exploring the local area consider how gender may affect a person's experience



## Maths

- Provide young people with a gender diverse range of role models
- Use research into gender inequality for data
- Mix up the pronouns and names used in your questions
- Include same-sex couples within written questions
- Use statistics from research reports on sexism and sexual harassment to analyse data and create graphs, or to work out percentages, proportion, fractions and ratios



## Religious Education

- Avoid stereotyping whole religious groups; explore different views on family, relationships and identity within a given religion
- Embed opportunities for young people to learn from religion, including opportunities to reflect on tolerance and compassion
- Provide young people with opportunities for open discussion and debate moral issues such as women's rights
- Explore the contributions of women within the major faiths
- Encourage respectful debate and enquiry into scripture or doctrine that appears to endorse gender inequality



## Science

- Reintroduce those missing female role models from history; focus on female contributions
- Consider the impact of gender stereotypes on science – use 'Invisible Women: Exposing Data Bias in a World Designed for Men' by C.C. Perez to help with this
- Set science projects or challenges where young people design the technology or action plans in order to close these gaps
- Talk about how stories have been told, and the necessary conditions for this. For example, Marie Curie is well known because her husband made sure she received the Nobel Prize and was rightly credited. This has not often been the case throughout history
- Use Inferior, by Angela Saini, to help guide discussions and approaches to teaching



## PSHE and Citizenship

The PSHE curriculum will naturally provide many opportunities to discuss gender equality, sexism and sexual harassment with young people.

- Ensure young people are given opportunities to explore their own experiences and share them with their peers
- Consider current legislation and cases where sexual harassment is being discussed
- Provide young people with the tools to campaign for change
- Respond to current events and topical issues to keep curriculum content relevant
- Suggestions for lesson plans can be found in the final section of this resource or visit: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)



## History

- Study the history of the fight for gender equality over time, and make sure it is unbiased – remember, only some women got the vote in 1918
- Highlight key figures and role models
- Study the change in gender stereotypes over time; what has lasted, what has changed?
- Women's invisibility – introduce little known women with different points of view



## Modern Foreign Languages

- Introduce gender-neutral vocabulary and a wide range of pronouns in the given language
- Introduce foreign language films, music and texts which have gender-based themes



Stonewall have created an extensive guide into how to make all subjects in the secondary curriculum inclusive of LGBT+ young people. Access it here:

[https://www.stonewall.org.uk/sites/default/files/inclusive\\_curriculum\\_guide.pdf](https://www.stonewall.org.uk/sites/default/files/inclusive_curriculum_guide.pdf)





## Case Study:

Key Stage 2 children at Woodgate Primary School in Birmingham were given the opportunity to become fashion designers for the day. Their inspiration was the book 'Plus' by Bethany Rutter. Boys and girls spent the day designing clothes for a range of different sized female models, whilst being encouraged to cater for various activities from 'going to work' to 'partying on the beach'.

The lessons were uploaded on to the school's Twitter page and were received so well by body positive campaigners that their work went viral! In the end, Twitter followers were given the opportunity to vote for their favourite designs and Navabi fashion house, designers for plus sized women, came on board and agreed to create the chosen designs.



**Chloe Elliott** @ChloeInCurve · 13 Jul 2018

BIG decision here for @woodgateprimary + @navabiFashion - make sure you vote!!

**Woodgate Primary** @woodgateprimary

The children want to let Twitter decide so...  
Show this thread



2



5



Woodgate Primary Retweeted



**Jelly Fletcher** @JellyWTBelly · 13 Jul 2018

Imagine being at primary school and being given access to the marvellous plus size imagery in @bethanyrutter's book #Plus. Just imagine how different things could be. Just amazing 🥰 great job @woodgateprimary 🌟🌟



**Woodgate Primary** @woodgateprimary

Today we are being fashion designers. We are getting lots of inspiration from @bethanyrutter's book #plus.  
Show this thread



# Outside the Classroom: Extra-Curricular Activities

A school's engagement with extra-curricular activities can be just as indicative of its inclusivity as the work it does within the curriculum. It is likely that the school already has a number of different activities available to all young people regardless of gender, but it might be the case that not everyone feels able to take part. When reviewing extra-curricular activities, it is important to bear in mind the following:

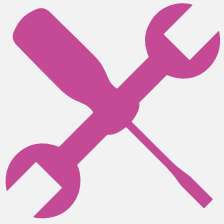
- Is data regarding which young people from which groups are taking part kept and analysed? Are there trends that need to be addressed?
- If visiting facilitators are running those groups, have they been made aware of the school's policies and do they understand them?
- Is it clear from the way that group or activity is marketed that everyone is welcome?
- Is the environment safe for all? For example, when taking young people to an external club or event, are the toilet facilities going to provide a safe space for a transgender pupil who will be attending?
- Do young people know who to go to in school if something goes wrong, or if they feel uncomfortable whilst taking part in an extra-curricular activity?

The following table outlines just some of the many different extra-curricular activities the school might make available to young people, and a couple of things to consider when thinking about change.

Extra-curricular activity	Things to consider...
<b>Academic clubs and competitive teams</b>	Is there a breakdown of who is taking part? Is there a gender divide across certain subjects? Should taster sessions be provided to close this gap?
<b>Sports clubs</b>	Is there a breakdown of who is taking part? Is there a gender divide across certain sports? What facilities are being used? Are the changing rooms suitable for all? Are there girls, boys and/or mixed teams for all sports? If not, is there a clearly signposted place young people can go to request the creation of new teams? Are kits inclusive of religious practice? Can the school offer, for example, sportswear hijabs?
<b>The arts and music</b>	Are different groups of young people being offered the chance to try taster sessions in these activities?
<b>Technology and gaming</b>	Are different groups of young people being offered the chance to try taster sessions in these activities? Is there a gender divide? If so, has the school consulted with young people on what might help close that?
<b>Student council/government</b>	Is there a breakdown of who is taking part? Is there a gender divide? Are there specific roles dedicated to LGBT+ representation, gender representation, gender equality or combatting prejudice? Are gender, sexism and sexual harassment all topics which are regularly on the agenda?

Extra-curricular activity	Things to consider...
<b>School journalism and media</b>	<p>Is there a breakdown of who is taking part?</p> <p>Is there a gender divide?</p> <p>Does school journalism and media reflect a diverse range of different role models? Is it fully representative of the pupil body?</p> <p>Could the reporting system be included within the school newspaper or on the school website?</p> <p>Are there young people who would enjoy contributing to dedicated columns on gender equality?</p>
<b>Prefects/Heads of Year</b>	<p>Are gender, sexism and sexual harassment all topics which are regularly on the agenda?</p> <p>Are these representatives given any training to develop their skills in talking about these issues?</p> <p>Do roles have to be gendered? Can titles and vocabulary used be gender-neutral?</p>
<b>Military groups</b>	<p>Have the external organisations involved in the work been fully informed of school policies regarding gender, sexism and sexual harassment?</p>
<b>Community groups, NCS, volunteering</b>	<p>Have the external organisations involved in the work been fully informed of school policies regarding gender, sexism and sexual harassment?</p>
<b>The Duke of Edinburgh Award</b>	<p>Is there a breakdown of who is taking part?</p> <p>Is there a gender divide?</p> <p>Have young people been asked why they are not taking part?</p> <p>Has the school consulted with young people who might want to take part but fear it is inaccessible? For example: Does the camping element carry with it anxiety for young women who might be on their period for the trip?</p> <p>Are there solutions for this?</p> <p>Have the logistics around shared tents and overnight camping been considered? Is it a safe space for all?</p> <p>What about facilities that will be used whilst on location, will they be safe for all?</p> <p>What action plans are in place if incidents of sexism or sexual harassment occur while on location?</p>
<b>Social activism</b>	<p>Are the causes young people led? Has the school worked closely with young people to develop action plans?</p>
<b>After-school and breakfast clubs</b>	<p>Are after-school and breakfast club staff trained in equality in the same way as staff employed during normal school hours?</p> <p>Are supervising staff aware of the school's policies and procedures relating to gender equality, sexism and sexual harassment?</p> <p>Are after-school and breakfast clubs monitored and audited in relation to equality in the same way as the rest of the school?</p>

# Outside the Classroom: Assemblies and Form Time Activities



## Top Tips for Promoting Gender Equality and Tackling Sexism and Sexual Harassment in Assemblies and Form Times

1. **Send a clear message:** It is rare for so many young people to be in one place at one time, so what better opportunity to promote the school's message than in assembly? Use these opportunities to make it clear that sexism and sexual harassment are unacceptable and that everyone has the right to be themselves and to be safe when at school.
2. **Keep it topical:** Because assemblies aren't restricted to a set curriculum, they are a great opportunity to respond to news items and topical issues as they arise. Issues of gender equality, healthy relationships, body image and consent are rarely out of the headlines. Capitalise on these and use them as an opportunity to capture young people's interest on important issues.



Andrew Moffatt, teacher and author of 'No Outsiders', regularly uploads primary school assembly ideas based on current affairs and topical issues. In this example he discusses male cheerleaders with the young people: <http://equalitiesprimary.blogspot.com/2019/02/cheerleaders.html>

3. **Awareness events:** Use assemblies and/or form time to focus on and celebrate awareness events that fall throughout the year. Events such as Black History Month and Anti-Bullying Week provide special opportunities to deconstruct stereotypes surrounding gender. Remember that a continued focus on these issues should take place throughout the year in order to make specialist work during awareness days even more effective. The following events may also be of particular use:



- LGBT Awareness Month: Every February
- International Day of Zero Tolerance for Female Genital Mutilation: 6th February
- International Day of Women and Girls in Science: 11th February
- International Women's Day: 8th March
- Transgender Day of Visibility: 31st March
- International Day of Families: 15th May
- International Day Against Homophobia, Transphobia and Biphobia: 17th May
- Celebrate Bisexuality Day: 23rd September
- International Men's Day: 19th November
- Transgender Day of Remembrance: 20th November
- International Day for the Elimination of Violence against Women: 25th November



4. **Invite external speakers:** Assemblies are a great time to widen the scope of the work being carried out and work alongside other organisations that promote gender equality and tackle sexual harassment. These could be agencies or individuals who can provide a new perspective and offer alternative solutions to the issues young people face.



'Speakers 4 Schools' are an organisation who assist schools in finding a speaker to attend their setting and work with their students on issues that are important to them <https://www.speakers4schools.org>

5. **Do the unexpected:** The freedom afforded during assemblies and form time provides a great opportunity to help young people to reconsider their world view and reinforce the school's values and expectations. Consider the images used on PowerPoints, the role models presented, the language used and the topics chosen to discuss.

### Case Study:

Children at a primary school attend an assembly to celebrate Mother's Day. The PowerPoint used shows pictures of hearts and flowers. A number of year 6 students are asked to come to the front and talk about why their mothers are important to them. One child talks about how her mother stays at home and works really hard to look after her and her brother. Another child tells the rest of the school that his mum is a lawyer and he is really proud because of all the people that she helps. A third child says that she has two mums whom she loves very much. At the end of the assembly it is revealed that the students will be hosting a 'spa day' at the school where students will be pampering their mums in order to say 'thank you' for all of their hard work.

### Good Practice:

- Celebrating families and the contributions and value of mothers is an important message to send to young people.
- Giving young people the spotlight and allowing them to talk about their personal experiences of family is a great opportunity for young people to hear about the diversity of family life and the different roles that mothers may have.

### Even Better If:

- The stereotypical imagery surrounding Mother's Day, such as flowers and hearts, sends the message that mothers are expected to be emotional, meek and pretty. Presenting mothers as 'Snow White' characters does not represent the diversity of motherhood.
- The different types of families that young people may have are considered. Is this work inclusive of students who do not have a mother or may have two dads? Consider whether Mother's Day is worth some re-branding in your school in order to be a bigger celebration of different types of families or 'special women'.

6. **Hand over the reins:** Assemblies and form times can be a great time to create leadership opportunities for young people. Allow young people of all genders and gender identities to use this platform to talk about issues that are important to them. Creating gender equality is not only about the messages the school explicitly relays to young people, but also the implicit messages sent out when different members of the school community are given a voice.
7. **Celebrate gender equality champions:** Assemblies are often used to recognise young people's achievements. Why not make this a time to celebrate those who are championing equality for all?



# Terminology

Having the correct language to use regarding sex, gender and gender identity lays the foundations for further work; gives young people the confidence to discuss issues and helps to ensure an inclusive and safe environment. It also equips young people for life outside of education.

Equipping young people with appropriate terminology can feel like opening up a can of worms, but through the study of vocabulary, young people learn to understand important concepts, learn more about their rights and understand both how they should expect to be treated, and how they should treat others. For more information, visit: <https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/why-teach-equality-and-human-rights>

A full list of terminology is provided in 'Need to Know'.

## When should I introduce different terms?

It is difficult to know when it is best to introduce particular vocabulary on sex, gender, gender identity and sexual harassment

It is important to remember that whilst some young people might already be demonstrating an awareness of and using certain terminology, to others, the terms might be completely new, or may have been misunderstood. As soon as these terms are used in school, it is important to ensure that all young people can use them properly and understand their meaning.

When unacceptable terms are used by young people, regardless of the intention of the perpetrator, it is important that the issue is addressed fully. Everyone should be taught the appropriate terminology and have an opportunity to explore why certain terms are unacceptable. The incident should be recorded as a prejudice-related incident. For further information on this, go to 'Policies and Procedures'.

## Keep it gender-neutral!

In order to promote gender equality, care should be taken to use and to teach gender-neutral terms, instead of gender-specific terms.

The following list might help to get started:

Gender-specific Terms	Gender-neutral Terms
Good morning boys and girls!	Good morning all/everyone/Class [xx]!
Head Girl/Boy	Head Prefect/Senior Prefect/Class President/School Captain
Spokesman/woman	Spokesperson, representative
Cleaning Lady	Cleaner
Best man for the job	Best person for the job
Hi ladies! Hi gentlemen!	Hi all! Hi Everyone!

It is unnecessary (and bad practice) to add modifiers to a profession, for example, lady doctor or woman psychiatrist. This implies that the rightful owners of the profession are male and that it is an oddity for a woman to own this role. Similarly, such modifiers should not be applied to roles occupied by men, such as male nurse, male secretary. In the current absence of a gender-neutral term, it is good practice to use the title Ms instead of Mrs or Miss, unless a specific preference has been stated.

Terms which sexualise, infantilise e.g. baby, or put women on a pedestal e.g. princess, are unacceptable in any professional workplace environment or in school, despite common use outside of these environments.

## Broad Approaches to Change

Initially, it can feel overwhelming to look at the school's curriculum and ensure that it is fully inclusive, providing opportunities for young people to learn more about gender equality, sexism and sexual harassment.

It is important to remember that often, a greater awareness of these issues and a willingness to spot opportunities for change, really can be a force for transformation. A mindset like this will ensure the visibility of these issues across all teaching and learning opportunities.

Look at what is already in place, there may not be a need to start from scratch. Different subjects will present different opportunities to discuss these issues. Moreover, remember that young people do not need to be told everything about everything at every opportunity. Use the time available to highlight relevant things when they come up, when the situation feels comfortable, and productive and effective conversations are ready to be had.





# Step Four:

## Activities and Lesson Plans

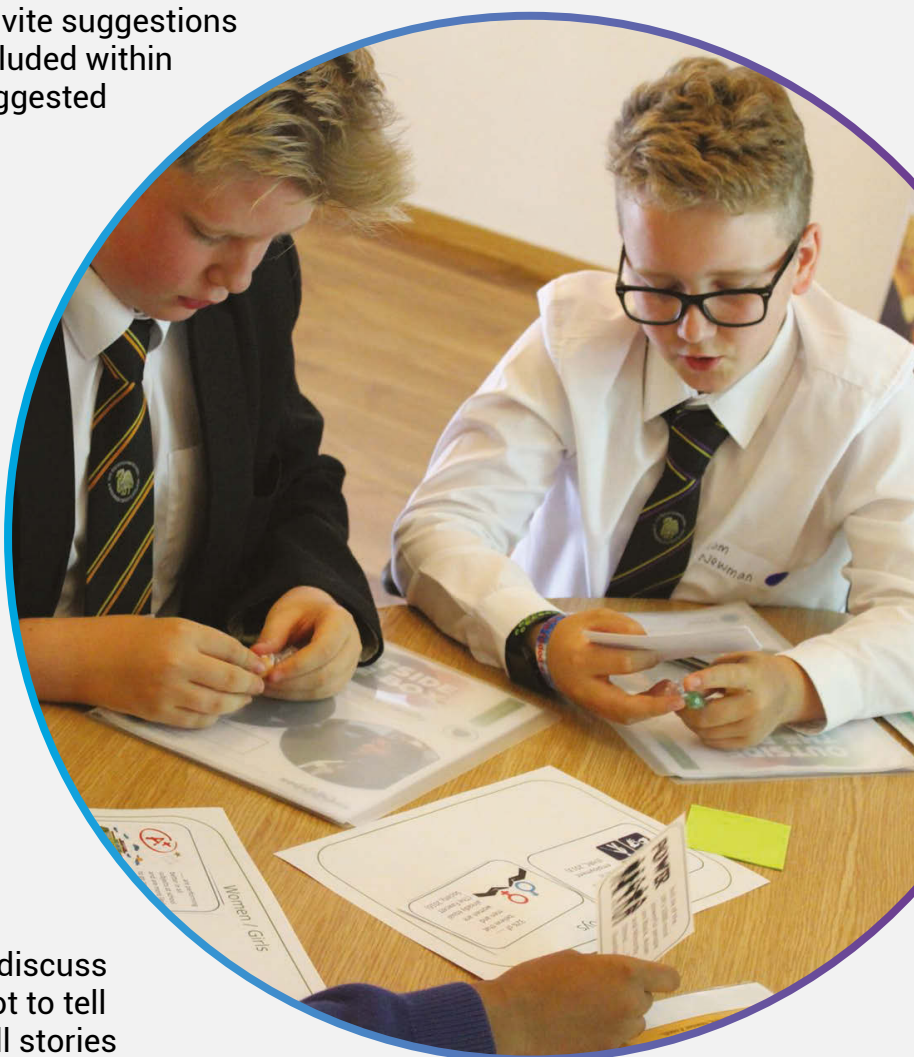
Before discussing gender equality, sexism, and sexual harassment in the classroom, it is good practice for educators to take the time to reflect upon their own perspectives on these issues (see page 16), and for Senior Leadership Teams to have discussed this work with parents, carers and the wider school community (see page 16).

### Setting up a Safe Space

If classroom work on gender equality and tackling sexism and sexual harassment is to be effective, it is essential that a 'safe space' is set up. A classroom is transformed into a safe space for discussion when a specific agenda for discussion is set and all participants verbally agree to a collaboratively created code of conduct. Work is likely to be effective within a safe space because young people can be reassured that they will not be laughed at or penalised for expressing their opinions on an issue. Young people can also feel well-equipped to challenge their peers without causing anger or upset. In such an environment, openness, honesty and constructive challenges can flourish. Work undertaken outside a safe space is more likely to lead to young people being shouted down, which in turn can lead to participants feeling unable or unwilling to contribute and to classroom relationships breaking down.

To set up a safe space, teachers should invite suggestions from the class for rules that should be included within the safe space code of conduct. Some suggested rules are provided below:

- 'Be open and honest': We don't want anyone to feel that they can't ask their question or express their idea, so we won't laugh at others' opinions or shout each other down.
- 'Respect each other's feelings': We will think about the impact our words can have on other people, and we will try to express our opinions in a respectful fashion.
- 'Direct challenges to the front of the room, not to each other': It is fine to disagree and challenge each other's ideas. But if we do disagree with something, we will direct our challenge to the front of the room, so that no one feels attacked and the whole class can remain involved in the conversation.
- 'Depersonalise comments': It is fine to discuss personal experiences, but make sure not to tell other people's stories for them, or to tell stories about others without their permission.



## Using the A, B, C Framework

It is essential to equip young people with the tools required to be able to listen to one another's opinions and challenge each other respectfully. In a whole class discussion, there should be many active participants. The discussion should ideally be led by the young people themselves; the facilitator is there to provide facts and other stimuli and ask reasoning and enquiry questions to help guide a discussion and provoke critical thinking.

The following 'A, B, C Framework' can help guarantee that everyone in the classroom has equal access to conversational aids. This framework also helps prevent the teacher or a minority of confident young people from becoming the focal point of the discussion. Sentence starters can help young people structure their responses to one another. One pupil can provide a new opinion and then the conversation can 'bounce' around the classroom.

### A, B, C... Agree, Build on, Challenge

<b>Giving a new opinion</b> I think that... My opinion is.. I believe that.. In my view...	<b>Agreeing</b> I agree with .... because... I would argue the same thing because... The reason I agree with... is... That is an interesting point because...
<b>Building</b> I would like to build on ....'s point because... I agree with ... but I need to add... In addition to ....'s point... Building on what ... said... That is a good argument however it needs...	<b>Challenging</b> I don't think ... is right because... I would like to challenge this because... I disagree with...because... My own view is different because...

It can take time for young people to develop these skills and implement them consistently. Schools are advised to give young people the chance to practice safe space discussions by regularly devoting, for example, one form period a week to whole class conversations. Sessions can begin with uncontroversial topics, to build young peoples' discussion skills and familiarity with the safe space format, before introducing more contentious subjects into the classroom.

# Conducting Effective Conversations

When facilitating activities and conversations on gender equality, sexism, and sexual harassment, stereotypes and prejudices may be aired in the classroom. It is important that sexist ideas are challenged effectively and publicly, so that any participants who subscribe to sexist views, as well as all other young people in the room, can reflect upon the challenge. Challenges should not be confrontational; instead, they should encourage young people to question their own opinions. Some guiding principles are outlined below:

**It is best practice to empathise with how the young person who has warranted the challenge may be feeling. Educators should understand that prejudice is often fuelled by underlying anxieties that may have been picked up from the media, family or peers. Educators should try to draw out and address these anxieties, if possible, whilst always letting the young person know that their feelings are valid and understood.**

**It can sometimes be tempting to take the young person to one side to talk to them, so as not to cause a scene. It is best practice, however, to challenge negative views expressed during a whole class discussion in front of the whole class. An opinion voiced by a young person should be a learning opportunity for all the young people present, so that everyone understands there is an alternative perspective that needs considering. The safe space has enabled the young person to voice their opinion, so taking them to one side to talk to them may feel like a punishment and keep them from contributing in future.**

**Any challenge should focus not on the young person, but on their contribution. Labelling anyone as a 'sexist' has to the potential to inflame a situation and damage the safe space; labelling is not a helpful approach. Instead, encourage the young person to reflect upon and question their own opinion.**

**It is good practice to use reasoning and enquiry questions to help the young person question their perspective. Asking questions enables the young person to examine the foundations of their own view. Questions such as 'Why do you think that?', 'How do you know that that's true?', or 'If someone were to disagree with your point of view, what might they say?' can all be effective.**

**Provide an alternative viewpoint to give the young person an opportunity to think about their perspective from a different point of view. This can help to weaken a young person's attachment to a prejudicial point of view and can alter their position on a topic.**

**Provide the young person with an opportunity to research the facts behind their perspective. Supporting a young person to research the facts behind a topic demonstrates the importance of making sure that opinions are underpinned by evidence and research.**

For more on responding to sexist incidents and incidents of sexual harassment, see pages 29 and 31 in 'Policies and Procedures'.



# Activities and Lesson Plans

The following pages contain activities that teachers can use to open up classroom discussions about gender equality, sexism and sexual harassment. Activities suitable for all age groups are included.

Except for the Early Years and KS1 entries, which are designed to provide loose inspiration for teachers wishing to incorporate gender equality into work with younger pupils, all of the following activities are broken down by theme, age group and time required for delivery. This should help practitioners combine activities to construct lesson plans or schemes of work. Most come with resources which can be downloaded for free from **EqualiTeach's website: [www.equaliteach.co.uk/outside-the-box](http://www.equaliteach.co.uk/outside-the-box)**.

## Teaching about Gender Expectations: Early Years and KS1

### Story Time Inspiration

Story time is an excellent format for introducing younger pupils to gender expectations, as there are lots of children's books designed to stimulate conversations around this theme.

#### Dogs Don't Do Ballet

'Dogs Don't Do Ballet' by Anna Kemp tells the story of Biff, a dog determined to follow his dream of becoming a ballerina, even though everyone he meets is convinced that dogs don't do ballet. Kemp's book makes for a wonderful stimulus for thinking about expectations of people and how expectations can impact someone's emotions.

Before reading the book, ask the class to draw, colour and cut out two dogs: one happy and one sad. Whilst reading, pause at key moments in the story and ask the class to hold up the drawing that best matches how Biff would be feeling. At various points, introduce a few key questions, such as:

- Why does Biff feel happy/sad at this point of the story?
- Is Biff a ballerina yet? Why not? What is stopping him?
- Why do the characters in the story stop Biff doing what would make him happy?

After reading the whole book, facilitate a discussion, using the questions below, about how our expectations of others can hurt people's feelings.

#### Key Questions

- Did the characters in the story expect Biff to be fantastic at ballet? Were their expectations right or wrong?
- How did Biff feel when he wasn't allowed to do what he loved?
- What might have happened if Biff believed what everyone thought that dogs don't do ballet?
- Have you ever been told you can't do something, or that you must do something, because of who you are? How did this make you feel?
- Are boys/girls ever told they can't do things because they are boys/girls? Can anyone think of any examples?

## Key Learning Points

- The characters stopped Biff from doing ballet because they didn't expect him to be good at ballet, but our expectations about people are not always right!
- Our expectations of people can lead us to treat people badly, just like Biff was treated badly in the story.
- Some people tell boys and girls that they can't do certain things because of who they are. Our expectations about other people, or other people's expectations about us, can be false, unfair and can lead to hurt feelings.

Girls can't play football!

Boys can't wear pink!

.....

A story by .....

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After reading and discussing the book, solicit unfair ideas and expectations that the class are aware of about boys and girls, such as 'girls can't play football', 'boys can't wear pink' etc. Agree that these ideas are false, unfair and can hurt people's feelings. Invite the young people to draw their own story book inspired by Biff's story, using the unfair ideas on the board as book titles. Make clear that the story should be about a character who overcomes other people's unfair expectations and proves that 'boys can wear pink', 'girls can play football' and so on. There is an online worksheet resource, pictured above, to use for this activity.

## Circle Time Inspiration

Use circle time to challenge ideas younger pupils may have about what boys, girls, men and women 'can't' or 'should' do.

Lead a conversation in which young people are encouraged to think about what jobs they would like to have when they're older. Gather ideas and tell the class that they will now be drawing some of the jobs that have been mentioned, as well as some jobs that perhaps didn't come up. Ask the class to draw one of the occupations held by one of the role models listed below (for instance, 'a weightlifter'). Encourage young people to give their character a name and to think of a few reasons why they're good at what they do.

Tell the class that they will now have a chance to learn about a real-life weightlifter. Introduce the role model (in the case of the weightlifter, Amna Al Haddad) using the accompanying videos (see below). Facilitate a discussion about young peoples' responses to the real-life role model.

### Key Questions

- What did everyone draw the role model as—a boy or a girl?
- Was anyone surprised to find out that the role model was a boy/girl?
- What do we think now? Can girls be weightlifters? (Substitute different genders/occupations as needed.)
- Why is Amna Al Haddad good at what she does?

### Key Learning Point

- Jobs are not either only for boys or only for girls.

Invite young people to draw a weightlifter again, but this time, to draw them as the role model (in this case, Amna Al Haddad). This activity can be repeated two or three times in one session, or once every week for a whole half-term. (Staff members or other role models particularly relevant to the class could be included in longer schemes of work.)

### Role Model Examples

- 1) Amna Al Haddad, weightlifter
- 2) Ruqsana Begum, kickboxer
- 3) Sergei Polunin, ballet dancer
- 4) Amelia Earhart, aeroplane pilot.

Head to EqualiTeach's website to find short clips that introduce all of these role models.

# Activity: Space Invaders

**Key Stage:** KS2

**Time Required:** 30 minutes

## Aims

- To explore common stereotypes about boys and girls
- To discover that gender stereotypes are unfair

## Themes

- Gender stereotypes
- Myth-busting
- History

**Online Resources:** Space Invaders worksheet, Gender Rebel cards

## Delivery

Ask the young people to imagine that an alien has come to visit Earth for the first time and has stopped by their classroom to say hello. The alien doesn't know anything about Earth and needs the young people's help to learn about common things on Earth, such as cats, shoes and spoons.

Relay to the class one of the alien's questions, asking them to answer the alien by creating a word-cloud. For example, if the alien asked, 'What is a cat?', the class must answer by creating a brainstorm of words that relate to or describe a cat (such as 'furry', 'lazy', 'claws', 'purr' and so on). Ask the class to work in pairs when brainstorming; young people can jot down their answers on the online worksheet, pictured below.

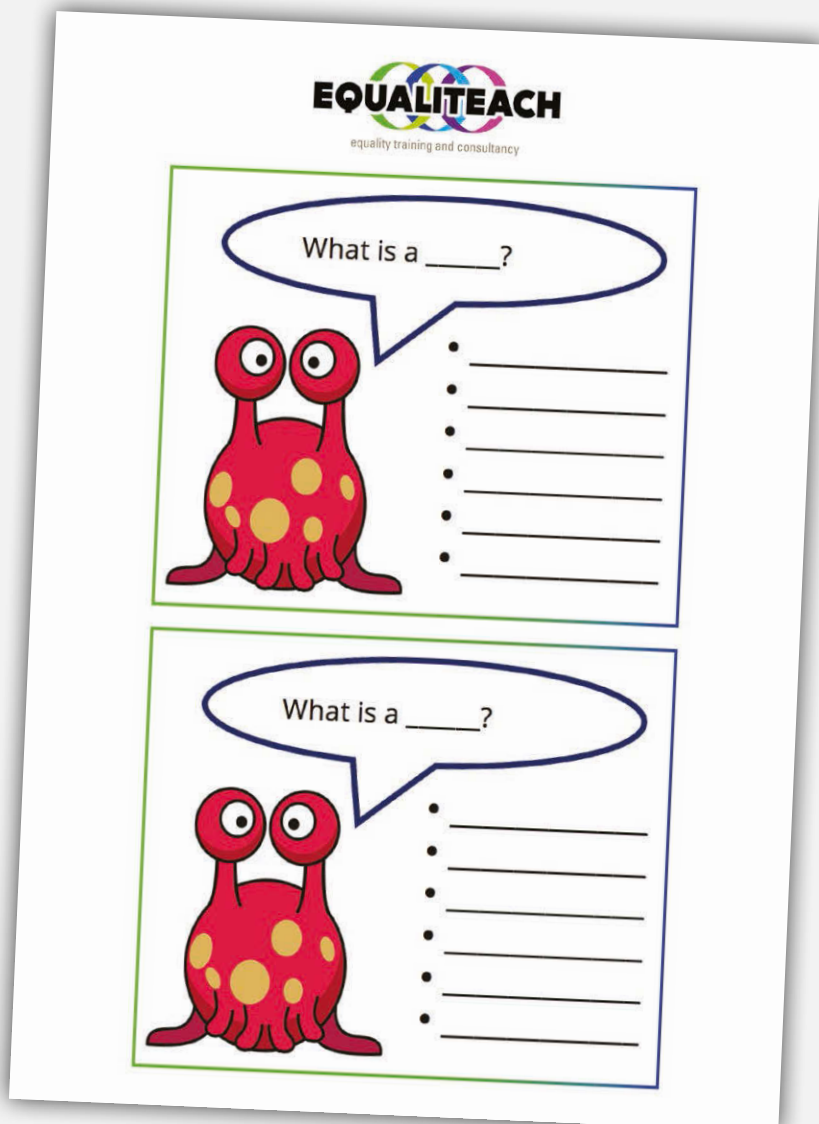
After the young people have had a minute or so to brainstorm, collect a handful of their answers and assure the class that the alien now understands what cats, shoes, spoons etc. are.

After a few practice questions, ask the class 'What is a girl?'. Use some of the key questions below to guide their thinking, then write some of their answers on one side of the board. Do not submit their answers to the alien just yet. Instead, ask the follow up question 'What is a boy?', and note down the class's answers on the other side of the board.

## Key Questions:

- What do girls do for fun?
- What is a girl good at?
- What words do we think of when we think of girls?
- What jobs do girls have?

Tell the class that they will now test how useful their answers will be to the alien. Hand out the Gender Rebel cards. These cards describe famous people whose lives, interests or occupations have defied stereotypical gender roles (Extra cards can be created using a variety of exciting figures from the widely available books *Good Night Stories for Rebel Girls* and *Stories for Boys who Dare to be Different*).



Instruct the class to work in pairs or threes to decide which of the word-clouds on the board best describes each Gender Rebel. If some young people are struggling, ask them to imagine what qualities the people on their cards would need to do the jobs they do, then see if any of those qualities are written on the board.

Bring the class back together, collect their answers and ideas, and reveal who each Gender Rebel really is. It is likely that the class will have said that the boy word-cloud best describes Amna Al Haddad and the girl word-cloud best describes David Attenborough. This means that their word-clouds will have befuddled the alien, who might be going around Earth right now mistaking Amna Al Haddad for a boy and David Attenborough for a girl!

Begin to conclude by facilitating a discussion using the key questions below. Agree that all of the qualities on the board can describe both boys and girls. If the titles 'Boy' and 'Girl' are written above each word-cloud, erase these and write 'People' to illustrate the activity's key take-away.

End the activity by introducing the word 'stereotype'. A stereotype is an unfair idea that everyone in a group will be the same. Stereotypes are never true as everyone is unique. That said, it is not a bad thing to have interests that align with stereotypical ideas about boys and girls. Agree that lots of the ideas about boys and girls considered in this activity were stereotypes.

### **Key Questions**

- Were our descriptions of boys and girls very good? If not, why not?
- Is it only ever boys that are "strong"? Are all boys strong? (Substitute a different gender/characteristic as needed.)
- Why didn't we put \*this\* word for boys/girls?
- Could all of the words on the board describe both boys and girls? Are there any that couldn't?
- Why did we do this activity?
- What stereotypes about boys and girls have we looked at today?

### **Key Learning Points**

- Stereotypes about boys and girls are not a useful way to infer what a person's interests are or what their personality is like.
- It is OK to have interests or feel emotions that do not align with stereotypes about boys and girls (just as it is OK to have interests or feel emotions that do align with stereotypes about boys and girls).
- It is unfair to treat people badly because their interests or emotions do not align with stereotypes about boys and girls.

### **Extension**

To emphasise the learning points of this activity, instruct the young people to consider how they themselves are much more complex than stereotypes about boys and girls imagine them to be. Ask the young people to identify a few stereotypes from the preceding activity, and then find someone in the classroom who disproves these stereotypes, or who knows someone beyond the classroom who disproves these stereotypes.

### **Adaptation**

'Space Invaders' can also be used to introduce participants to the history of gender inequality. Simply choose other historically significant figures to make 'Gender Rebel' cards for, and use the 'reveal' part of the lesson as an opportunity to introduce the young people to how recently certain steps towards gender equality were taken (see 'Timeline of Change' for further information on the history of gender equality in the UK).



# Activity: The World Around Us

**Key Stage:** KS2

**Time Required:** 20 minutes

## Aims

- To identify gender stereotypes in popular culture
- To consider how gender stereotypes might impact someone's feelings and behaviours

## Themes

- Stereotypes and the media
- Impact of stereotypes

**Online Resources:** The World Around Us media packs

## Delivery

Young people should have a clear idea of what a stereotype is and what some common stereotypes about boys and girls are before carrying out this activity.

Print and cut out the images of clothes, toys, magazines and TV programmes available on the EqualiTeach website. Extra images can easily be sourced if necessary. Explain to the class that today they will be looking further at stereotypes about boys and girls. Specifically, they will be thinking about where people get stereotypical ideas from. Split the class into groups, then provide each group with a handful of images. Instruct the class to spend a minute or two dividing the images into two piles: one pile of things 'for boys' and another pile of things 'for girls.'

Ask the class how they knew which image should go in which pile. Collect ideas and stimulate discussion by highlighting any ambiguous images. Remind the young people what a stereotype is and what some common gender stereotypes are, then suggest to the class that stereotypes about boys and girls may have helped them identify which image should go in which pile.

Hand out scrap paper. Ask the class to look at their images again and try to spot any stereotypes the items in the pictures might be promoting. For example, a picture of a young boy in a superman costume (complete with a built-in foam six-pack) perhaps promotes the idea that boys should be physically strong, athletic, active, in charge, and always engaged in action. Go through one example image with the whole class before giving each table a few minutes to spot and write down as many stereotypes as they can find.

Collect a few ideas from the class and agree that stereotypes about boys and girls can be found in all of these places (books, costumes, TV shows and so on). Write some of the young people's suggestions on the board, and using the key questions below, facilitate a preliminary discussion about how these stereotypes might impact boys and girls.

## Key Questions

- How might these ideas make boys/girls feel about themselves?
- How might these ideas make boys/girls treat each other?
- If you were a girl who liked water-guns, and you saw an advert for water-guns that only featured boys, how might you feel about yourself? (Substitute a different gender/object as required.)
- Would a boy want to learn to dance if they only ever saw pictures of girls dancing? (Substitute a different gender/activity as required.)
- How might a boy/girl whose interests don't align with stereotypes be treated by other people at their school?

Agree that stereotypes can lead to teasing and can make people feel left out. Agree that stereotypes can make us feel pressured to do things we don't enjoy and stop us from doing things we really want to. Agree that stereotypes can stop us trying new things.

### Key Learning Points

- Stereotypes can often be found in popular media, such as books, toys etc.
- Stereotypes can make people feel pressured to buy certain objects, do things we don't enjoy and participate in certain activities whilst avoiding others.
- Believing in stereotypes can have a harmful impact on boys and girls.



# Activity: Stopping Sexism

**Key Stage:** KS2

**Time Required:** 20 minutes

## Aims

- To introduce the concept of sexism and explore examples
- To explore positive actions that can be taken against sexism

## Themes

- Positive campaigning
- Understanding sexism
- Impact of stereotypes
- Sexual harassment

**Online Resources:** Stopping Sexism worksheet

## Delivery

Introduce the young people to the term sexism. Explain that sexism is when someone is treated badly or unfairly because they are a boy or a girl. Often people behaving in a sexist way believe in stereotypes about boys and girls.

Ask the young people to brainstorm on their tables any examples of sexism that they have ever seen, experienced or heard about. Stress that they should not share the names of anyone involved; they should only discuss what happened and why it was sexist.

Bring the group together and ask for each table to share one example they talked about. Write the examples up on the board. Add examples if the young people are struggling.

## Possible Examples

- A girl is told that she can't be a doctor when she's older, as only boys are doctors.
- A boy is teased and called 'a girl' for crying when he has gotten upset about something.
- A group of boys refuse to let a girl join in with their football match.

Hand out an A3 'Stopping Sexism' worksheet (pictured below) to each table. Ask each table to choose one of the examples from the board; they should then complete the three questions. Let the class know that they can draw as well as write if they would prefer to.

After five minutes, ask a few groups to feed their answers back, and create a list on the board of things the class think they can do to stop sexism. This list can be displayed in the classroom permanently if desired.

## Key Learning Points

- Sexism is when someone is treated badly or unfairly because they are a boy or a girl
- Sexism can have a harmful impact of someone's emotions
- There are things that we can do together to eliminate sexism

## Adaptation

'Stopping Sexism' can be used to introduce sexual harassment as a theme. Use an example of sexual harassment as one of the examples of sexism you write on the board ('A boy tugs upon a girl's uniform without her permission', for example). In the discussion, make it explicit that touching someone without their permission in this way is an inappropriate act. Point out the stereotypical beliefs that underlie and justify this action ('girls are passive', 'boys are aggressive') if making a connection between 'Stopping Sexism' and other KS2 activities.

### Stopping Sexism worksheet



How would this make someone feel?

What could we do about it?

What could we do to stop it happening again?



# Activity: Bubble People

**Key Stage:** KS3–5

**Time Required:** 30 minutes

## Aims

- To explore common gender stereotypes
- To introduce the concepts of 'sex' and 'gender'

## Themes

- Gender stereotypes
- Terminology

**Online Resources:** Bubble People sheets

## Delivery

Stick two bubble people on the classroom wall. Label one 'Men' and the other 'Women'. Hand out post-it notes to each table. Inform the young people that today they will be answering questions about men and women. Ask the young people to write answers to the key questions below on their post-its, and to then stick their suggestions inside the bubble people.

## Key Questions

- What do men/women look like?
- How do men/women behave?
- What words do you associate with men/women?
- What roles and responsibilities do men/women have?

Read out some of the young people's answers. Ask the class to split the post-it notes into two groups: post-its that relate to men/women's biology and post-its that relate to our expectations of men/women. The first group of post-it notes should be left inside the bubble people; the second group should be stuck outside of them.

Invite a few young people to the front and ask them to move suggestions that don't relate to human biology outside of the bubble people. Any suggestions they are unsure of, they should place on the outlines of the bubble people. Facilitate a class discussion regarding the suggestions that young people found ambiguous as well as any others that are not so clear-cut. For instance, suggestions like 'long hair' for women seem to pertain to biology at first glance, but are women born with a predetermined hairstyle? Some young people may offer the view that 'long hair' should be seen as an expectation placed upon a woman, not a feature of female biology. Suggestions like 'mother' for women and 'strong' for men could also be thrown into question: are these biological givens or, rather, roles and responsibilities that men/women are expected to fulfil?

After every questionable suggestion has been discussed, it is likely that there will be a few post-its left inside the bubble people, a few stuck on their outlines and a lot of suggestions outside of them. Use this visual to introduce the terms 'sex' and 'gender'.

Somebody's sex describes their type of body. As all the post-it notes left inside the bubble people relate to bodies, these suggestions relate to sex and describe characteristics of sex.

Gender is all about the expectations a society has of boys and girls, men and women: how they should look, behave and so on. We are all aware of these expectations; they form a social matrix that everyone constantly interacts with. All the post-it notes outside the bubble people describe expectations about men/women, so these suggestions all describe elements of gender.



Draw the activity to a close by asking the class what conclusions we can draw about sex, gender and the differences between men and women. Collect suggestions, and make sure to stress the key learning points below.

### **Key Learning Points**

- Gender expectations can make us think that men and women are much more different than they actually are (there are more post-it notes relating to gender than there are relating to sex).
- Agreements about what is masculine or feminine change over time. This means that ideas about what a 'real' man or a 'perfect' woman is will also change over time. When gender is said to be a 'construct', this is what is meant.
- It is OK to not conform to gender expectations; it is also OK to conform to gender expectations. It is not OK to force gender expectations upon someone.
- Gender stereotypes are created when people believe gender expectations to be 'correct' and permanent, rather than ideas that will change over time.

### **Extension**

'Bubble People' creates a great foundation for a discussion of new concepts and terminology—there is no need to limit conversation to the terms sex and gender, especially if working with a KS4 or KS5 class. The concept of 'gender identity' and terminology like 'transgender' and 'cisgender' (see glossary) can be introduced through this activity as well.

## **Activity: Cracking Eggs**

**Key Stage:** KS3—5

**Time Required:** 30 minutes

### **Aims**

- To explore common gender stereotypes
- To examine the relationship between gender stereotypes and common words and phrases
- To examine the relationship between gender stereotypes and compliments, terms of endearment and insults

### **Themes**

- Gender stereotypes
- Gendered language
- Impact of stereotypes

**Online Resources:** Cracking Eggs worksheet

### **Delivery**

Participants should be familiar with what a stereotype is prior to this activity.

Explain to the young people that today's activity is all about everyday language and gender stereotypes. Ask the young people to brainstorm, in their pairs, any words and phrases they can think of that are gender specific. 'Gender specific' means words and phrases that would generally only be said to either boys or girls, not to both boys and girls.

Put a few of the examples below on the board to show what is meant and to get the class started. Give the class one or two minutes to brainstorm.

## Examples

- Man up
- Throw/run like a girl
- Bossy
- Boys will be boys
- Whipped
- Career-woman

Bring the class together and add appropriate examples to the board. Choose one example and draw a circle around it. Explain that, for the purposes of this activity, the class must now imagine that the chosen word or phrase is an egg. Hidden inside it are stereotypical ideas about how boys and girls should behave. By asking a series of simple questions, together the class will crack open the egg to reveal the gender stereotypes hiding inside.

Focussing on your chosen word or phrase, go through the following questions (in order) with the class.

- What situation might this phrase be used in?
- Is this phrase positive or negative? Does it praise or condemn the person it's aimed at?
- Can we rewrite it in our own words?
- What is it saying about boys and girls in general?
- What gender stereotypes is it hiding?

If 'man up' were the phrase being interrogated, answers to the above questions might go as follows:

- 'Man up' might be said to boy who is visibly upset.
- It is being said to condemn the fact that the boy is visibly upset.
- "You are not allowed to be upset—you are a boy!"
- Boys are supposed to be strong. Being strong means not feeling (or at least not showing) emotions like sadness.
- "Boys are strong, fearless, and emotionless." And, as gender stereotypes typically come in opposites, we can infer that "girls are emotional and therefore weak."

Write the stereotypes on the board. Using the Cracking Eggs worksheet, pictured below, the young people should now repeat this exercise with two more examples of their own choosing. After five minutes, write on the board examples of more stereotypes that the young people unearthed.

Facilitate a discussion on the impact of stereotypes: what harms might stereotypes lead to? How might somebody believed to be 'weak' or 'passive' be treated? (Alternatively, if you have a longer lesson, pair this activity with 'Twins' or 'Snowball Fight').

Conclude by making it clear that one way in which we can challenge stereotypes and avoid the harms they can lead to is to think critically about the everyday language we use.

# Cracking Eggs worksheet

When would this word or phrase be used?

.....

.....

.....

Is it negative or positive?

.....

What is it saying? Re-write it in your own words.

.....

.....

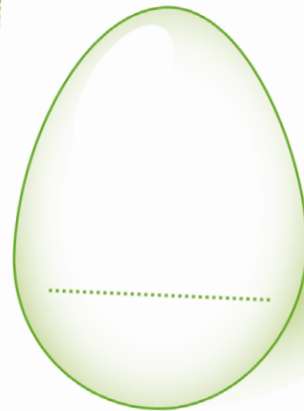
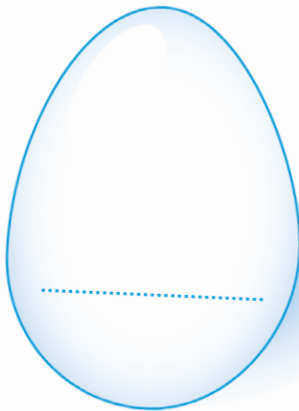
.....

What is it saying about girls/boys in general?

.....

.....

.....



When would this word or phrase be used?

.....

.....

.....

Is it negative or positive?

.....

What is it saying? Re-write it in your own words.

.....

.....

.....

What is it saying about girls/boys in general?

.....

.....

.....

## Key Learning Points

- Everyday language can promote unfair, stereotypical ideas about boys and girls
- We should think twice about how we speak to one another and take care to remember that gender stereotypes can have harmful impacts on people

## Key Stage 4 and 5 Adaptation

Cracking Eggs can be a very effective activity to run with KS4 or KS5 classes. To make the activity more relevant for older audiences, provide young people with flipcharts on which to brainstorm gender specific insults, compliments and terms of endearment (as well as gender specific everyday language). Set up a safe space at the start of the activity by stressing that offensive words and phrases will be permitted in this lesson only for the purposes of discussion. No-one has permission to direct offensive sayings towards a member of the class. Stress also that this activity is not designed to find out who can write the most offensive thing. Only suggestions that are gender specific are valid.

# Activity: Timeline of Change

**Key Stage:** KS3–5

**Time Required:** 30 minutes

## Aims

- To explore the history of gender equality in the UK
- To explore how the present moment is part of an ongoing movement for gender equality

## Themes

- History of gender inequality

**Online Resources:** Worksheet, Historical Information Sheet, PowerPoint slides

## Delivery

Explain the main theme of the activity to the class. Print off the worksheet in A3 size and explain to the young people that they are going to try to estimate when key events happened in the history of gender equality in the UK. They cannot use their phones or books to help them. Instruct young people to work in pairs, with one worksheet per pair. The young people should draw lines on their worksheets to connect the events on the outside of the page to the timeline running through the centre of the page.

After five-to-ten minutes, bring the class back together. Begin the PowerPoint, collecting young peoples' answers (and reasonings) for each event before you reveal the year each event occurred. After revealing the answer for an event that is accompanied by historical information, ask individual pupils to read the information from the whiteboard.

## Key Learning Points:

- Existing gender equality has been fought for and won by brave women and men
- Existing gender equality has been a relatively recent development
- There are many aspects of modern-day life where gender inequality still prevails
- Progress with regards to gender equality is not necessarily continuous



# Activity: Into the Future

**Key Stage:** KS3—5

**Time Required:** 20 minutes

## Aims

- To consider current barriers to gender equality
- To identify ways to positively campaign for achievable change

## Themes

- Positive campaigning

**Online Resources:** Into the Future worksheet

## Delivery

'Into the Future' can be paired with 'Timeline of Change' to make a complete lesson plan.

Ask the class to recap what they learnt previously about how far the struggle for gender inequality has come in the last hundred years (see 'Timeline for Change'). See what facts the young people remember and remind them of any points where necessary. Ask the class to discuss in pairs the question: with regards to gender equality, in what ways might life one hundred years ago be different to life in the present?

Now ask the young people to imagine being transported a further one hundred years into the future, to a world where gender inequality no longer exists.

Ask the class to discuss in pairs the question: in what ways might life in this future world be different to life in the present?

Now

100 years from now...

Actions

Choose one barrier. What could you do to begin breaking it down?

Barriers

What is stopping your aim being realised?

Aim

Stick your post-it here



Encourage the young people to be specific with their answers and to think of differences that would be important to them.

Offer a few of the following suggestions as examples if the young people are struggling:

- MPs are 50/50 men and women
- Women's sports are as popular as men's sports
- Male suicide rates are much lower than at present
- Boys are just as likely as girls to choose drama and textiles at school (and vice versa)

Ask young people to write one or two of their suggestions on post-it notes and to then stick these post-its at the front of the classroom. Read a few suggestions out and invite young people to share why these particular issues matter to them.

Split the class into groups and invite each group to choose a post-it note from the front of the classroom. Hand out an A3 worksheet (pictured above) to each group and explain to the class how to complete it (the worksheet should be worked through backwards). Each group should stick their post-it note, their 'aim', in the right-hand column of their worksheet. In the middle column, each group should brainstorm what societal barriers are stopping their aim from being realised. Once a few barriers have been identified, each group can fill out the left-hand column of the worksheet. This column asks them to choose one of their barriers and to consider what they could do in the present to begin breaking this barrier down. Encourage young people to think in detail about their actions: how would their actions have an impact? When could they carry them out by?

Bring the class back together and collect ideas for positive action that could be done in the present. Use the key questions below to encourage the young people to evaluate the effectiveness of each other's ideas.

**Key Questions:**

- What does this action hope to achieve?
- Could this action be expanded to make it a bigger project?
- What makes this an effective plan?
- Could this action be improved in any way?



# Activity: Twins

**Key Stage:** KS3—5

**Time Required:** 30 minutes

## Aims

- To explore gender stereotypes in specific media
- To consider the impact of gender stereotypes on our lives
- To explore the connection between stereotypes and societal inequality

## Themes

- Impact of stereotypes
- Stereotypes in the media
- Sexual harassment

**Online Resources:** PowerPoint slides, Statistics cards

## Delivery

Participants should be familiar with gender stereotypes prior to this activity. Go over some contemporary gender stereotypes and write these on the board for reference throughout the activity.

Explain to the class that today they will be considering the ways in which gender stereotypes can shape a person's path through life. Using the PowerPoint slides, introduce the class to the central characters of this activity, the twins. Stress that these twins have the same start in life. They have similar genetics, the same parents, the same house etc. The major difference between them is that one is a girl and the other is a boy. This activity will show us how drastically this difference will likely impact their futures.

Split the class into groups of three or four and hand out four Statistics Cards to each group. Give the class five minutes to read the statistics and to consider, along with the questions on the Statistics Cards:

- 1) How the twins might grow up differently.
- 2) What the twins' different futures might look like.

Bring the class together. Ask a few groups to each read out one of their Statistics Cards and its accompanying question and collect answers from around the room. Agree that, because the twins are different genders, they are encouraged to interact with different toys and engage in different activities; they will likely develop different skills accordingly, which might influence their chosen subjects at school, and so on. Agree that the way in which the twins see boys and girls represented in different media might affect their understanding of how they should each behave (and how they each shouldn't behave).

Collect ideas from the class about what the twins' different futures might look like. Explain to the class that they will now be walked through a series of statistics. Though we don't know for sure what each twin's path through life will look like, statistics can help give us a good idea (Unless otherwise specified, all statistics on the accompanying PowerPoint slides pertain to the UK).

Walk the class through the accompanying PowerPoint slides. Continually ask the class how they think gender stereotypes might be contributing to specific statistics; use the further questions below to facilitate more nuanced discussion. Point out that gender stereotypes cut both ways: it is not the case that boys 'win' and girls 'lose' the gender game. In the UK, prisoners are almost exclusively male, and men are three times as likely as women to take their own lives (Samaritans, 2017).

## Further Questions:

- What might make a young person feel like certain subjects are not 'for' boys or 'for' girls?
- How might people treat/judge someone stereotypically seen as 'weak', 'passive' etc.? How might someone seen to be this way view themselves?
- How might someone stereotypically seen as 'strong', 'active' etc. feel entitled to behave?

The PowerPoint slides touch upon complex issues. The aim is less to find objective explanations for and answers to these issues, and more to help the young people to begin to see the links between gender stereotypes and larger-scale gender inequality.

## Key Learning Points

- Gender stereotypes are not harmless
- Gender stereotypes help shape our lives, typically in a way that limits our opportunities
- Gender stereotypes are promoted in a variety of media

<p>1. Animals in children's books are 73% more likely to be boys than girls. Animals like dragons, bears and tigers are normally boys. Animals like birds, cats and insects are mostly normally girls. (The Observer, 2018.)</p> <p><b>How might children's books influence what the twins think about boys and girls?</b></p>	<p>5. Main characters in children's books are 50% more likely to be male than female. Also, characters with speaking roles are 50% more likely to be male than female. (The Observer, 2018.)</p> <p><b>How might children's books influence what the twins think about what boys and girls?</b></p>
<p>2. Villains in children's books are eight times more likely to be male than female. (The Observer, 2018.)</p> <p><b>How might children's books influence what the twins think about boys and girls?</b></p>	<p>6. In a typical toy catalogue, girls are seven times more likely than boys to be shown playing games about nurturing/caring. Girls are sixty times more likely to be shown playing with baby dolls. (Let Toys be Toys, 2017.)</p> <p><b>How might playing with different toys influence what skills each twin develops?</b></p>
<p>3. In a standard 'Toys R' Us' catalogue, boys are six times more likely than girls to be shown playing construction games. (Let Toys be Toys, 2017.)</p> <p><b>How might playing with different toys influence what skills each twin develops?</b></p>	<p>7. Teachers are more likely to ask boys to perform tasks involving strength, such as moving desks or chairs. (UK Feminista, 2017.)</p> <p><b>How might teachers' behaviours influence what the twins think about boys and girls?</b></p>
<p>4. In toy catalogues, only 3% of pictures of children with guns and war toys featured girls. 97% featured boys. (Let Toys be Toys, 2017.)</p> <p><b>How might toy catalogues influence what each twin thinks they are allowed/supposed to be interested in?</b></p>	<p>8. 36% of girls at secondary schools say that teachers have treated them differently because they are girls. (UK Feminista, 2017.)</p> <p><b>How might teachers' behaviours influence what the twins think about boys and girls?</b></p>

# Activity: Snowball Fight

**Key Stage:** KS3–4

**Time Required:** 30 minutes

**Aims:**

- To identify and explore examples of sexism
- To consider what could be done to prevent sexism

**Themes:**

- Positive campaigning
- Understanding sexism
- Impact of stereotypes

**Delivery**

Give each young person an A4 sheet of paper and ask them to write down an experience of sexism that they have either experienced, witnessed or heard about on the news.

Model the activity by sharing example experiences that have happened to you, to someone you know, or that you are aware of.

Explain to the class that they don't need to write their name on the piece of paper, and that we won't know who wrote what.

When everyone has written down an example, instruct the young people to scrunch their piece of paper into a ball. With their 'snowballs', the young people can now have a snowball fight. Participants can throw snowballs around the room until they are requested to stop. When the young people are asked to stop, they should pick up a nearby snowball, and look at what is written on it.

Instruct the young people to imagine how they would feel if the experience described on their snowball had happened to them. The young people should write down their thoughts on their new sheet. When everyone is finished, instruct the class to scrunch up their snowballs once again and have another snowball fight.

After this fight, participants should pick up a new snowball, read what is written on it, and respond by writing down what they think should happen next. When everyone is finished, the class should stage another snowball fight.

After this last fight, participants should pick up a snowball once again. The young people should now be placed into groups and instructed to choose one experience to discuss. Each group should think about the question: what could have prevented this scenario from happening? (Or, what could we do to stop sexist incidents like this in our school?)

Draw the activity to a close by facilitating a conversation, using the key questions below, about stopping sexism and positive campaigning.

**Key Questions:**

- What could we do to stop sexism in our school?
- What do we like about these ideas?
- What could make these ideas better?
- What do you think the causes of sexism here are?
- Do our ideas tackle these causes?

# Activity: What is Consent? True or False?

**Key Stage:** KS3–5

**Time Required:** 25 minutes

## Aims

- To explore the definition of consent
- To develop understanding of what consent looks like in practice
- To highlight the importance of consent, and legal consequences

## Themes

- Consent
- Healthy Relationships

**Online Resources:** Consent PowerPoint, True or False worksheets

## Delivery

Explain that this activity will focus on understanding more about consent. All healthy relationships rely on giving and receiving consent and being respectful of someone saying no. Consent isn't just about sex, but any activity you might want to do with someone.

Begin by asking young people what they understand by the word 'consent'.

Hand out the True/False worksheets and instruct young people to write a T or an F in the right-hand column next to each statement.

Consent should be an active choice	T
If someone gave consent on a previous occasion, this can be used to assume consent on another date	F
If someone gave consent to one activity, this can be used to assume consent for a similar activity	F
Someone who has given consent for an activity cannot change their mind	F
Consent can be given verbally or non-verbally	F
If someone gives consent for an activity but doesn't fully understand the situation or the possible risks involved, this would still be considered consent	F
If someone doesn't say 'no', this can be understood as consent	F
The legal age of consent for sexual activity is 16	T
If someone aged 15 agreed freely to sexual activity, this would be considered non-consensual	T
The responsibility to ensure consent is being given fully lies solely with the person seeking consent	T

Go through the answers, using the PowerPoint slides with additional information.

Reveal the definition of consent used within the law:

"An agreement given by someone who has the freedom and capacity to make that choice."  
(<https://www.legislation.gov.uk/ukpga/2003/42/section/74>)

Explore what is meant by freedom: free from pressure, manipulation, exploitation.

Explore what is meant by capacity: with full understanding (which may be impacted by special educational needs), of appropriate age.



## **Facilitators' Notes:**

- A person giving consent should be actively choosing to say yes. It should not be a result of external pressures, such as peer pressure, being manipulated or being exploited by someone in a position of power.
- Each time someone is doing an activity, consent should be given again. Just because someone wanted to do something yesterday, does not mean they definitely want to do it again today!
- Someone who agrees to 'come over and watch Netflix' has not given consent for anything other than watching Netflix, even if there are societal stereotypes linked to some activities. Consent should never be based on assumptions- you must be sure that the person is giving full agreement to that particular activity.
- Someone who gives consent to an activity has the freedom to change their mind at any point, before or during the activity. This must be respected.
- A person can give consent verbally or non-verbally. The person seeking consent must make sure they have correctly understood any verbal or non-verbal responses, by asking questions like 'are you happy with this?' or 'are you sure?' to confirm.
- Someone seeking consent must make sure the person is aware of what they are consenting to. If a person is considered not to be of the appropriate age or ability to understand what they were consenting to, this could be considered non-consensual, even if they agreed.
- Someone with learning difficulties, special educational needs may be considered vulnerable to exploitation or manipulation, and may not be considered as having full capacity to consent. It would depend on the individual case looking at the extent to which their SEN or neurodiversity impacts their ability to make informed decisions.
- The absence of 'no' does not equal 'yes.' The person seeking consent must be sure that consent has been actively given. If in doubt about whether consent has been given, it should be assumed that it has not been given.
- A person must be 16 years or older to be able to legally consent to sexual activity.
- A person aged 16 or over taking part in sexual activity with someone under the age of 15 would be considered to have broken the law, as anyone under 16 cannot legally give consent. They would be at risk of prosecution. A difference in age can also be seen as a potential case of child sexual exploitation, so would be taken very seriously.
- If both people taking part in sexual activity are under the age of 16, this would also be illegal. If both people agreed to the activity, it is unlikely that they would face prosecution.
- A person seeking consent must be able to prove that they could be completely sure that the consent was being given freely, and that the person giving consent had the age and understanding to do so.

To consolidate this learning, before moving on to what consent looks like in practice, watch a short video using the analogy of offering someone a cup of tea.

Find the video here: <https://vimeo.com/128105683> (Copyright ©2015 Emmeline May and Blue Seat Studios: <http://www.consentiseverything.com/>)

## **Key Learning Points:**

- The definition of consent
- A person giving consent can change their mind
- Consent should be given freely and should not be pressured
- Consent should not be assumed
- Legal age of consent, and legal responsibility

# Activity: Step Forward

**Key Stage:** KS3—5

**Time Required:** 15 minutes

## Aims

- To develop understanding of what consent looks like in practice
- To understand how to give and receive consent

## Themes

- Consent
- Healthy Relationships

This activity is taken from the PSHE Association Guidance on Teaching Consent, Lesson One (<https://www.pshe-association.org.uk/system/files/PSHE%20Association%20guidance%20on%20teaching%20about%20consent%20at%20key%20stages%203%20and%204%20March%202015.pdf>).

## Delivery

Ask young people to stand in two parallel lines opposite each other. The people in one of the lines [indicate which] will slowly take small steps forward, asking the person opposite "can I take another step?" before each step. They should only take a step forward if they have been given consent to do so, and the person giving consent should say no when they feel close to being uncomfortable with the proximity of the person opposite them. When they no longer have consent to step forward, they should stay standing where they are.

Consent can be given verbally or non-verbally during this exercise.

Continue until everyone has stopped. It is likely that pupils will have asked each other to stop at different points.

Keep the pupils in their lines for a discussion of the following questions:

- Why do you think people asked the other person to stop at different distances away? (answers might include 'because everyone has different personal space requirements', 'depends on the relationship between the pairs', 'friends may get closer than people who don't know each other so well').
- How did it feel to be able to say 'stop' and have that respected? How does it feel when people don't respect your boundaries?
- How would it have felt if the opposite person had kept taking a step forward even when you asked them to stop?
- What were some of the different ways that consent was communicated? (was it always verbal?)

## Key Learning Points:

- Understanding how to give and receive consent
- Considering how it feels to be respected or the impact of having consent ignored

# Activity: Sexual Consent Scenarios

**Key Stage:** KS3–5

**Time Required:** 45 minutes

## Aims

- To explore the definition of consent
- To develop understanding of what consent looks like in practice
- To highlight the importance of consent, and legal consequences

## Themes

- Consent
- Healthy Relationships

**Online Resources:** Sexual Consent Scenarios

## Delivery

In groups, give young people a copy of one of the three scenarios, asking them to discuss and answer the questions:

- Is this an example of a healthy relationship? Why/Why not?
- Is this an example of consent? Why/Why not?
- What are the potential risks in this scenario?

Go through each scenario as a class, with the groups presenting their answers.

### Scenario One:

Mark and Curtis are in a relationship. Mark is 17 and Curtis is 15. They have been together for six months and they both want to have sex. Mark checks first to make sure Curtis feels ready and happy for them to have sex and reassures Curtis that he's happy to wait if not.

This appears to be a healthy relationship, where Mark is respectful of Curtis. However, due to Curtis' age, this is not legally consent, and Mark is at risk of prosecution.

### Scenario Two:

Hafsa has fancied Jamie for ages. Jamie invited Hafsa round for 'Netflix and Chill,' and she was really excited to go. When she arrived Jamie told her he knows that she has fancied him for ages and asked her what sexual acts she would do with him. She felt uncomfortable, and tried to laugh it off, saying 'isn't the Netflix part supposed to come first?' He told her 'not to play hard to get' and that she 'knew what he wanted when she agreed to come over- and so did all of their friends. Does she want everyone to know she's frigid?' Hafsa felt like she couldn't leave, and was worried about what he'd say about her, so she agreed to take part in oral sex.

This is not a healthy relationship as it is based on Jamie pressuring and manipulating Hafsa, and he doesn't respect her choices. It is not an example of consent because Hafsa doesn't feel free to give consent to sex but is agreeing due to the pressure placed on her. There are many risks in this scenario, and sexual activity between them could constitute sexual assault.

### Scenario Three:

Mo and Amy are at a party and have been flirting all night. Mo keeps topping up Amy's drink without her noticing, and she gets very drunk. When Amy starts to feel unwell, Mo offers to take her home. When they get there, Mo begins to undress Amy, wanting to have sex. Amy doesn't say 'no' or appear to try to stop him.

This is not a healthy relationship as Mo is making Amy vulnerable, and is exploiting her vulnerability. It is not an example of consent because Amy doesn't have the capacity to give consent, and the absence of 'no' does not equal consent. This would be rape, and Mo could be prosecuted.

### **Facilitators' Notes:**

Definitions of rape and sexual assault from the Metropolitan police (<https://www.met.police.uk/advice/advice-and-information/rsa/rape-and-sexual-assault/what-is-rape-and-sexual-assault/>):

- Rape is when a person intentionally penetrates another's vagina, anus or mouth with a penis, without the other person's consent. Assault by penetration is when a person penetrates another person's vagina or anus with any part of the body other than a penis, or by using an object, without the person's consent.
- Sexual or indecent assault is an act of physical, psychological and emotional violation in the form of a sexual act, inflicted on someone without their consent. It can involve forcing or manipulating someone to witness or participate in any sexual acts.
- Not all cases of sexual assault involve violence, cause physical injury or leave visible marks. Sexual assault can cause severe distress, emotional harm and injuries which can't be seen – all of which can take a long time to recover from. The police treat reports of these cases just as seriously as those of violent, physical attacks.
- Considering these definitions, it is not possible for a woman to rape a man, but it is possible for a man to be raped by another man, or sexually assaulted by a woman.

Statistics of rape and sexual assault, from reports ending March 2017 (<https://rapecrisis.org.uk/get-informed/about-sexual-violence/statistics-sexual-violence/>):

- 20% of women and 4% of men have experienced some type of sexual assault since the age of 16
- Approximately 85,000 women (aged 16 - 59) experience rape, attempted rape or sexual assault by penetration, and 12,000 men (aged 16 - 59) experience sexual assault by penetration in England and Wales alone every year
- Approximately 90% of those who are raped know the perpetrator prior to the offence

Ask the groups to return to their scenario and discuss the following question:

Imagine you could press pause during the scenario, what advice would you give to the characters?

Share their responses as a class.

This may bring up the following discussion points:

- Are there different standards placed on different genders with regards to sex? Is this fair?
- What different pressures might young people face around sex and how might this be different for different genders? (e.g. pressure to have sex, pressure to have lots of partners, pressure to have few partners, pressure not to use a condom...)
- What is 'victim blaming'? (e.g. 'Amy shouldn't have got so drunk')

Ensure students understand that whilst there are risks associated with drinking, this does not place any blame on Amy, as Mo had full responsibility to actively seek consent.

### Extension Questions:

With older students it may also be appropriate to facilitate a discussion concerning the legal definitions of 'rape' and 'sexual or indecent assault'. For instance:

- Do you agree that it is not possible for a woman to rape a man?
- Why do you think the law says that it is not possible? Could there be assumptions about gender that have led to the creation of this legislation?
- How could the law as it stands affect victims, perpetrators or the wider community?

### Facilitators' Notes:

- Stealthing is a term that describes when a man removes a condom during sex despite agreeing to wear one. If someone agrees to having sex with a condom and the other person removes it, without saying, then they no longer have consent and therefore it is rape. (<http://www.bbc.co.uk/newsbeat/article/39705734/stealthing---what-you-need-to-know>)
- Someone on drugs or too drunk to make decisions doesn't have the mental capacity to give consent.
- Women do perpetrate sexual violence but the vast majority (99%) of reported offenders are male. (<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/sexualoffencesinenglandandwales/yearendingmarch2017>)
- There is no typical rapist. People who commit sexual violence come from every economic, ethnic, racial, age and social group. (<https://rapecrisis.org.uk/get-informed/about-sexual-violence/myths-vs-realities/>)
- Gender stereotypes and socialisation may make it harder for male victims of sexual violence to come forward, as men are rarely portrayed as 'victims'.

Finish by asking what advice could be given after the scenarios, imagining that the characters are young people at the school: who can people speak to if they are feeling pressured or have concerns, or how can they access support if they have been a victim of sexual harassment or assault?

Provide guidance on support services within and outside of school.

Further information, guidance and support services:

For more information about consent: <http://www.consentiseverything.com/>

For further guidance on teaching consent: <https://www.pshe-association.org.uk/system/files/PSHE%20Association%20guidance%20on%20teaching%20about%20consent%20at%20key%20stages%203%20and%204%20March%202015.pdf>

For information, guidance and support services in England and Wales: <https://rapecrisis.org.uk/>

For information, guidance and support services for male victims of sexual violence: <https://www.survivorsuk.org/>

For guidance and support services in the UK: <https://www.safeline.org.uk/>

For support, advice and information: <http://thesurvivorstrust.org/resources/>

Information and guidance from the NHS: <https://www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault/>

How to report rape or sexual assault: <https://www.met.police.uk/advice/advice-and-information/rsa/rape-and-sexual-assault/how-to-report-rape-and-sexual-assault/>



# Activity: Defining Sexual Harassment

**Key Stage:** KS3–5

**Time Required:** 45 minutes

## Aims

- To understand what constitutes sexual harassment
- To understand the relationship between sexual harassment and sexual assault

## Themes

- Sexual Harassment

**Online Resources:** Examples worksheet, Pyramid of Hate diagram

## Delivery

Explain the topic of today's exercise: the young people will be trying to work out a definition of sexual harassment. To begin to achieve this, the young people will rank different unwanted behaviours on a scale of one to ten, with ten signifying 'worst' and one signifying 'least bad'.

Split the young people into small discussion groups and hand each group a copy of the Examples worksheet. Ask the groups to assign each example a number from one to ten, according to the numbered scale above. Add examples that are particularly relevant to the class if necessary. Draw a one-to-ten scale on the whiteboard whilst young people discuss.

Bring the young people back together and collect their ideas. Ask young people why they rated certain examples as worse than others, and why they gave each example the rating they did. Try to identify if there were any major disagreements between groups. Fill in the one-to-ten scale of the whiteboard with a few examples, to establish the class's general ordering of the examples.

Ask the class where on the scale they would put the threshold point for sexual harassment. At what number does unwanted behaviour become sexual harassment? Do the examples around the one/two region constitute sexual harassment? Do the examples around the mid-way point? What makes something sexual harassment? Ask participants to explain their reasoning and try to draw out differences in opinion amongst the class. If young people decide that a situation 'depends' on specific factors, ask what factors they have in mind. Establish the class's average view (perhaps by taking a vote) and highlight that number on the whiteboard scale.

Reveal to the class that there is an official, legal definition of sexual harassment, and that all of the behaviours on the examples sheet constitute sexual harassment according to this definition. Sexual harassment is "unwanted conduct of a sexual nature." Sexual harassment is likely to violate a person's dignity and/or make a person feel intimidated, degraded or humiliated. It can occur online or offline, between people of any age or gender. Refer back to any relevant points of discussion when elucidating the legal definition of sexual harassment. (See the Department for Education's advice 'Sexual violence and sexual harassment between children in schools and colleges', published in May 2018, for more on the definition of sexual harassment.)

Let the class know that there is a second term that it is important they understand: sexual assault. Explain that sexual assault is defined as non-consensual touching of a sexual nature, and that therefore some of the behaviours on the examples sheet constitute sexual assault.

Show the class the 'pyramid of hate' diagram. Ask the class what they think the diagram is trying to show about the relationship between 'low-level' unwanted behaviours and more serious crimes of a sexual nature. Agree that the pyramid is suggesting that behaviours constituting sexual harassment lay the foundation, as it were, for more severe behaviours. If sexual harassment is normalised in a setting, it is more likely that sexual assault will occur.

Close by asking the class to reorder the example behaviours on the example sheet, but this time in a pyramid formation. Which behaviours would go on the bottom of the pyramid, which in the middle and which at the top? Wrap up by making sure that young people understand how they can report incidents of sexual harassment or sexual assault in their specific setting.

# Further Reading and Resources

## Organisations

Educate and Celebrate: <http://www.educateandcelebrate.org/>

The Fawcett Society: <https://www.fawcettsociety.org.uk/>

Girlguiding UK: <https://www.girlguiding.org.uk/>

Gender Spectrum: <https://www.genderspectrum.org/>

Government Equalities Office: <https://www.gov.uk/government/organisations/government-equalities-office>

The Institute of Physics: [www.iop.org](http://www.iop.org)

The Kite Trust: <http://thekitetrust.org.uk/>

Lifting Limits: <https://www.liftinglimits.org.uk/>

Mermaids UK: <https://www.mermaidsuk.org.uk/>

Plan International: <https://plan-uk.org/>

The Proud Trust: <https://www.theproudtrust.org/>

Stonewall: <https://www.stonewall.org.uk/>

UN Women: <http://www.unwomen.org/en>

## Equality Audits and Awards for Schools

The Equalities Award by EqualiTeach: [www.equalitiesaward.co.uk](http://www.equalitiesaward.co.uk)

Gender Action Award: <https://www.genderaction.co.uk/>

Rainbow Award: <https://www.rainbowflagaward.co.uk/>

## Further Resources

Barnes, Dr E. and Carlile, Dr A. (2018) How to transform your school into an LGBT+ friendly place. Jessica Kingsley Publishers: London

Criado Perez, C. (2019) Invisible Women; Exposing Data Bias in a World Designed for Men. Chatto and Windus: England

East Sussex County Council (2014) Trans\* Inclusion Toolkit (2014). [online] [www.czone.eastsussex.gov.uk](http://www.czone.eastsussex.gov.uk). Available at: <https://czone.eastsussex.gov.uk/media/1990/transgender-toolkit.pdf>

EqualiTeach (2017) Reflecting Diversity in the Classroom. [online] [www.equaliteach.co.uk](http://www.equaliteach.co.uk). Available at: <https://www.equaliteach.co.uk/wp-content/uploads/2017/08/Reflecting-Diversity-in-the-Classroom.pdf>

Fine, C. (2012) Delusions of Gender. Icon Books Ltd: London

Gender Bread Man: <https://www.genderbread.org/>

GLAAD <https://www.glaad.org/transgender/resources>

Institute of Physics (2015) Opening Doors: A guide to good practice in countering gender stereotyping in schools. [online] [www.iop.org](http://www.iop.org). Available at: [http://www.iop.org/education/teacher/support/girls\\_physics/reports-and-research/opening-doors/page\\_66438.html](http://www.iop.org/education/teacher/support/girls_physics/reports-and-research/opening-doors/page_66438.html)

Institute of Physics (2017) Improving Gender Balance: Reflection on the Impact of Interventions in Schools [online] [www.iop.org](https://www.iop.org/education/teacher/support/girls_physics/reports-and-research/improving-gender-balance/page_69157.html). Available at: [https://www.iop.org/education/teacher/support/girls\\_physics/reports-and-research/improving-gender-balance/page\\_69157.html](https://www.iop.org/education/teacher/support/girls_physics/reports-and-research/improving-gender-balance/page_69157.html)

Metropolitan Police (2019) What is hate crime? <https://www.met.police.uk/advice/advice-and-information/hco/hate-crime/what-is-hate-crime/>

NUT (2013) Stereotypes stop you doing stuff. Ruskin Press: England. Available online at: <https://www.teachers.org.uk/files/stereotypes-stop.pdf>

PANTS initiative: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

Philosophy for Children: <https://www.sapere.org.uk/>

PSHE Association: <https://www.pshe-association.org.uk/>

Rippon, G. (2019) The Gendered Brain. Bodley Head: United Kingdom

Saini, A. (2018) Inferior. Fourth Estate: United Kingdom

Soukup, J. (2018) He/She/They – Us. Amazon: United Kingdom

Stonewall. 'Gender Stereotypes Won't Hold Us Back' Poster Set. [online] [www.stonewall.org.uk](http://www.stonewall.org.uk). Available at: <https://www.stonewall.org.uk/resources/gender-stereotypes-wont-hold-us-back-poster-set>

Stonewall. Creating an LGBT-Inclusive Curriculum: A Guide for Secondary Schools. [online] [www.stonewall.org.uk](http://www.stonewall.org.uk). Available at: <https://www.stonewall.org.uk/resources/stonewall-inclusive-curriculum-guide>

The Proud Trust (2018) Alien Nation. [online] [www.theproudtrust.org](http://www.theproudtrust.org). Available at: <https://www.theproudtrust.org/resources/education-resources/alien-nation-ks2/>



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# EqualiTeach CIC

EqualiTeach is a not-for-profit equality and diversity training and consultancy organisations working with education settings across England.

Our vision is an equal, inclusive and productive society where everyone is valued and able to achieve their full potential.

We deliver:

**Workshops for Young People:** Interactive workshops for young people in KS2 – KS4 exploring issues such as racism, Islamophobia, homophobia, sexism, disability discrimination and migration.

**Training for Educators:** Training for teachers, trainees, support staff, senior leadership teams and governors, to help promote equality and tackle discrimination in their settings.

**Classroom Resources:** Free to download educational resources for teachers to use in their settings to promote equality, celebrate diversity and tackle discrimination in their settings.



The Equalities Award provides support and guidance for schools to effectively promote equality, diversity and inclusion and allows schools to showcase their commitment to equality.

The Award has been designed by a team of equality and education experts to allow schools to fulfil their statutory duties to:

- Eliminate discrimination, advance equality of opportunity, and foster good relations (Equality Act 2010)
- Promote community cohesion (Education and Inspections Act 2006)
- Prevent people from being drawn into terrorism (Counter Terrorism and Security Act 2015)
- Safeguard children and promote spiritual moral, social and cultural development (Education Act 2002)

There are Bronze, Silver and Gold Awards, allowing schools to work at an achievable level and build upon a commitment to equality over time. Schools can progress through the levels as their equalities work develops.

# Rosa - the UK fund for women and girls



Rosa the UK fund for women and girls is a charitable fund set up to support initiatives that benefit women and girls in the UK. Because, while many women and girls here do enjoy freedom of choice and the opportunity for success in their lives, that's simply not true for all. Rosa's vision is of equality and justice for all women and girls in the UK.

Women aren't short of ideas to help create positive change in their lives, but they are often short of the funding needed to turn those ideas into reality. That's why Rosa was launched in 2008 following ten years of research and consultations which established a critical need for a UK-wide fund to mobilise resources for women's rights and equality.





# Contributors

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