

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

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 Peppera 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:

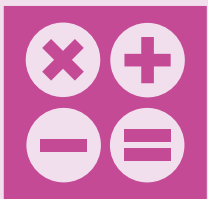
- Are a variety of diverse role models provided in resources and displays?
- Are materials and resources inclusive? Do they provide positive examples of a diverse range of people?
- Are pictures and stories which depict men and women in non-traditional roles used?

Visit www.equaliteach.co.uk 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



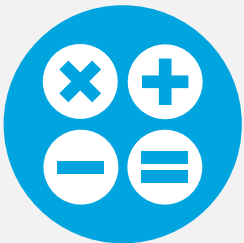
The Arts: Drama, Art and Design, Media and Music

- 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



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



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:

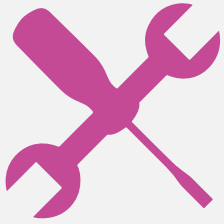
- Is data regarding which young people from which groups are taking part kept and analysed? Are there trends that need to be addressed?
- If visiting facilitators are running those groups, have they been made aware of the school's policies and do they understand them?
- Is it clear from the way that 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... |
|---|---|
| Academic clubs and competitive teams | <p>Is there a breakdown of who is taking part?</p> <p>Is there a gender divide across certain subjects?</p> <p>Should taster sessions be provided to close this gap?</p> |
| Sports clubs | <p>Is there a breakdown of who is taking part?</p> <p>Is there a gender divide across certain sports?</p> <p>What facilities are being used? Are the changing rooms suitable for all?</p> <p>Are there girls, boys and/or mixed teams for all sports?</p> <p>If not, is there a clearly signposted place young people can go to request the creation of new teams?</p> <p>Are kits inclusive of religious practice? Can the school offer, for example, sportswear hijabs?</p> |
| The arts and music | <p>Are different groups of young people being offered the chance to try taster sessions in these activities?</p> |
| Technology and gaming | <p>Are different groups of young people being offered the chance to try taster sessions in these activities?</p> <p>Is there a gender divide? If so, has the school consulted with young people on what might help close that?</p> |
| Student council/government | <p>Is there a breakdown of who is taking part?</p> <p>Is there a gender divide?</p> <p>Are there specific roles dedicated to LGBT+ representation, gender representation, gender equality or combatting prejudice?</p> <p>Are gender, sexism and sexual harassment all topics which are regularly on the agenda?</p> |

| | |
|--|--|
| Extra-curricular activity | Things to consider... |
| School journalism and media | <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> |
| Prefects/Heads of Year | <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> |
| Military groups | <p>Have the external organisations involved in the work been fully informed of school policies regarding gender, sexism and sexual harassment?</p> |
| Community groups, NCS, volunteering | <p>Have the external organisations involved in the work been fully informed of school policies regarding gender, sexism and sexual harassment?</p> |
| The Duke of Edinburgh Award | <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> |
| Social activism | <p>Are the causes young people led? Has the school worked closely with young people to develop action plans?</p> |
| After-school and breakfast clubs | <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.



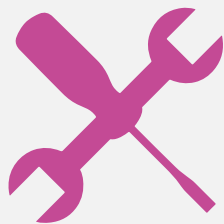
Andrew Moffatt, teacher and author of 'No Outsiders', regularly uploads primary school assembly ideas based on current affairs and topical issues. In this example he discusses male cheerleaders with the young people: <http://equalitiesprimary.blogspot.com/2019/02/cheerleaders.html>

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.

