Resources and the curriculum should be balanced to ensure equal opportunities. Learners should be able to choose subjects and activities based on their preferences and skills, rather than being guided by their gender.

SOME IDEAS FOR HOW TO GET STARTED

EYFS	• Make sure that, even in a child-led setting, all children experience all areas of the curriculum. This may require additional staff training. • Make sure that children feel able to use all available areas. For example, are staff aware of children making choices based on their gender, rather than their likes and dislikes? Staff may need to make areas more inclusive e.g. widen the focus and encourage additional skills, such as mark making or reading opportunities in a construction area. • Train staff to watch for children self-policing e.g. a boy being told he can't play with the girls; a girl being told by other children that she can't dress up as a firefighter, and so on. Staff should feel able to intervene and talk to the children about not excluding others.
PRIMARY	Many of the above points are also relevant for this age group. Primary schools may also want to: • Openly discuss sexism and gender stereotypes as part of relationships education and across the curriculum, and make sure all children and staff understand the issues. • Encourage staff to express equal confidence and enjoyment in all subjects and to avoid referring to any subjects as difficult or being for one or other gender. • Place an emphasis on teamwork and focus on gender-neutral terms and skills when discussing roles and jobs e.g. 'Police officers need to be brave and good with people' rather than 'Policemen protect people'. • Make sure that lessons are designed to appeal to both girls and boys. For example, aim for a balance of male and female writers, artists, scientists and historical figures. When asking for volunteers in a curriculum activity seek gender balance.

SECONDARY	Many of the above points are also relevant for this age group. Secondary schools may also want to: • Review GCSE/A Level option blocks. Are students given the message (directly or indirectly) that some subjects are more suitable for boys than girls, and vice versa? If bias has been introduced, look at practical workarounds to ensure students are not being restricted due to their gender. • Ensure that subjects are valued equally by the school and that, for example, physics and maths are not described as harder. • Audit all subject areas to check for gender bias in themes and examples covered, textbooks and other materials. • Collect data on both achievement and progression by gender for all subjects. Discuss results with staff and students and seek to address notable imbalances by putting formal actions in place. • Include discussions of gender stereotyping and gender-based violence and bullying in the PSHE/RSE curriculum and other subjects. Discuss gender bias in society e.g. the roles of people in English literature, inventors and composers who faced discrimination, and so on. This allows feminism and gender stereotypes to be discussed openly and helps learners and staff to develop a greater understanding of the issues.

WHAT DOES GOOD LOOK LIKE?

- The school's curriculum and resources offer a balanced view of roles/behaviours. For example, learners are not given the impression that scientists are always men or that only girls study fashion and textiles.
- Positive action is taken to address any disadvantage, or unconscious bias, faced by groups of pupils when choosing subjects and extra-curricular activities.
- Steps are taken to make sure that clubs and subjects have a mix of boys and girls so that children and young people don't feel unwelcome or out of place because of their gender.
- The curriculum (and hidden curriculum) allows opportunities for discussion about sexism, gender-based violence, gender diversity, stereotyping and bias.
- The school takes part in relevant public events to raise learners' awareness of issues e.g. race, disability, sexuality and gender.

POSSIBLE EVIDENCE

Evidence may include curriculum materials, lesson plans and topic work. For example, schools could submit:

- Team meeting agendas showing a standing item to discuss participation in clubs and activities seen as traditionally male or female.
- Details of how students are given the opportunity to learn and work cooperatively in mixed-gender groups.
- A review of GCSE/A Level option blocks, with details of how the school plans to ensure that options do not enable bias.
- Lesson plans or other documents showing that stereotyping and gender equality are being discussed in class regularly, rather than as a one off 'extra' lesson. Approaches should be woven throughout all curriculum areas.
- Subject schemes of work highlighting amendments in relation to gender equity.