**Everyone has a role to play in opening learners' eyes to the diversity and range of options available for their future, without their own or others' gendered expectations.**

## SOME IDEAS FOR HOW TO GET STARTED

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| **EYFS** | • Staff discuss non-gendered phrases that can be used with children when talking about roles, activities and jobs, and phrases that should not be used. For example, when explaining what a nurse does, do not imply that nurses are all women by saying 'she' and 'her'.<br>• Look at the areas girls and boys are choosing to play in and not play in. Are children being given the impression that only girls play in some areas and only boys in others? If so, assess how are they getting this impression and what can be done to make all areas inclusive.<br>• If there are both male and female staff in the setting, ensure both genders are seen to be doing the same roles/jobs. |
| **PRIMARY** | Many of the above points are also relevant for this age group. Primary schools may also want to:<br><br>• Invite people in to talk about their careers. Include people who work in sectors dominated by the opposite sex, e.g. male nurses, female firefighters and scientists and so on. This can help to create awareness that careers are open to boys and girls.<br>• Undertake an audit of learning materials e.g. videos, TV shows, movies, fiction and non-fiction school books. Are they reinforcing the idea that some jobs/roles are only done by men and others only by women? If they are, what can be done to give learners a more balanced view? Can the school seek to improve the balance when deciding what new resources to use/buy? Some materials may also be useful for starting class discussions about gender stereotypes.<br>• Emphasise the skills and attitudes required for different careers by, for example, inviting children to develop person specifications for jobs or apply for them using person specifications. |

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| **SECONDARY** | Many of the above points are also relevant for this age group. Secondary schools may also want to:<br><br>• Meet with the external careers lead/CEAIG contact to discuss gender issues in relation to course selection, jobs and careers.<br>• Invite non-stereotypical role models (e.g. female footballers, male dancers etc.) in to talk about their career.<br>• Ask students to research careers within the school and/or local community. Who has what roles? How has the job market changed over time? What were their parents' experiences? What skills do these roles require?<br>• Seek enrichment opportunities (dropped timetable days, school clubs) and the PSHE offering to run sessions that challenge perceptions in relation to gender and subject choice and/or careers.<br>• Collect and analyse data about work placements or similar schemes. What do staff and students think should be done to ensure all learners feel able to access all opportunities?<br>• Track option choices and, where possible, where learners go once they have finished their GCSEs and A Levels. Look for trends relating to gender and see whether they change over time.<br>• Look at attainment by gender and whether this is changing over time. Use the data to assess if gender stereotyping has a role to play. |

## WHAT DOES GOOD LOOK LIKE?

- Activities and resources reflect diversity and include both male and female role models.
- Gender neutral language is used to refer to professions, e.g. firefighter, police officer, headteacher etc.
- Students develop an understanding of the skills needed for work and can talk about the relevant skills they have or can develop to ensure career discussions are skills based.
- Gender stereotypes are not reinforced by the school's learning materials e.g. fiction and non-fiction books. (For example, books don't always show fathers going to work and mothers staying at home, or only male police officers, female nurses and so on.)
- Stereotypes are challenged so that children and young people feel able to make career choices without gender bias.

## POSSIBLE EVIDENCE

Evidence may include audit results, updated communications materials and details of presentations. For example, schools could submit:

- A GCSE options handbook outlining subjects and their relevance in the modern workplace, presenting them as equally challenging/accessible to boys and girls.
- Surveys of career aspirations and any changes in patterns.
- Details of gender-related patterns in, for example, exam results, subject choices, post-16 pathways, apprenticeships and so on.
- Evidence of non-stereotypical work experience placements sought and secured.
- Student feedback giving details of employer and role model presentations.