A crucial step is supporting children and young people to understand and challenge gender injustice and stereotypes, and allowing them ownership of the issues.

SOME IDEAS FOR HOW TO GET STARTED

EYFS	• Keep a tally of how many girls/boys use certain areas and toys, and who dresses up as what on themed days. Use these tallies to start class discussions and make areas more inclusive if needed. • Be positive about play or hobbies that are considered traditionally masculine or feminine, e.g. rugby, playing with dolls and so on, but encourage both genders to take part and be creative. • Use persona dolls to start discussions about equity, fairness and identity.
PRIMARY	Many of the points in the other sections are also relevant for this age group. Primary schools may also want to: • Appoint a gender champion in every class to form a gender equality group. Ensure the group has a balance of boys and girls and receives support and training from teachers. • Encourage a child-led audit of resources and the school environment and discuss the findings. For example, are there more boys in school books than girls? Is there a difference in the colours used for storage boxes that might give the impression certain toys are aimed at boys rather than girls and vice versa? Do posters show girls and boys excelling in different subjects? • Use school council to discuss gender issues and make suggestions for changes throughout the school. • Use role play to bring gender stereotyping to the surface and promote discussion. For example, pupils could role play a situation where a boy isn't allowed to do ballet, or a girl is told she can't play football.

SECONDARY	Many of the above points are also relevant for secondary schools. Secondary schools may also want to: • Create opportunities for in-depth discussions about gender equality during form or class time, PSHE/RSE lessons and/or assemblies. Support young people to develop a greater understanding of the issue, and to develop the confidence to challenge stereotypes. • Look at learner roles in the school community, e.g. head boy and/or girl, student councilors, eco-champions and so on, and check whether there is a balance of boys and girls. Are girls given different responsibilities to boys? Could roles be given more gender-neutral titles e.g. Student Leaders? • Make sure that learners have platforms for voicing their opinions and sharing concerns, such as an ideas box, quarterly anonymous surveys or an online forum. • Support students to identify a gender-based issue and seek to change it through local activism, letter writing, campaigning and so on. Be prepared to reexamine and reflect on school practices.

WHAT DOES GOOD LOOK LIKE?

- Champions lead group discussions about gender stereotypes. They are able to explain what stereotypes are and why they can be harmful and have an active role across the whole school community.
- Children and young people understand how to react to and feel confident speaking up when they witness sexist behaviour, gender bias or stereotypical language in school.
- Children and young people are given the opportunity to research and explore gender equality for themselves and lead activities to drive action (assemblies, equality groups) amongst their peers/the whole school.

POSSIBLE EVIDENCE

Evidence may include results of any audits and surveys, details of what changes have been implemented, project work by learners and data around the impact of any changes. For example, schools could submit:

- The results of a survey about gender equality. This could focus on what gender-based messages students receive at school, home, in their community and through the media; and whether they feel under pressure to conform to gender stereotypes. Student presentations highlight key findings, aimed at educating the wider school community.
- Video diaries that see Champions reflect on what they've learnt and discussed during talking to their peers about discrimination, toxic masculinity, femininity, and stereotypical language.
- Project work by learners who have worked together to highlight how gender-based forms of inequality e.g. gender based violence and stereotypes can have negative impact/consequences for individuals and society.
- Photos of working walls which display writing and art that are the result of a project/ongoing student engagement with the themes and issues discussed.