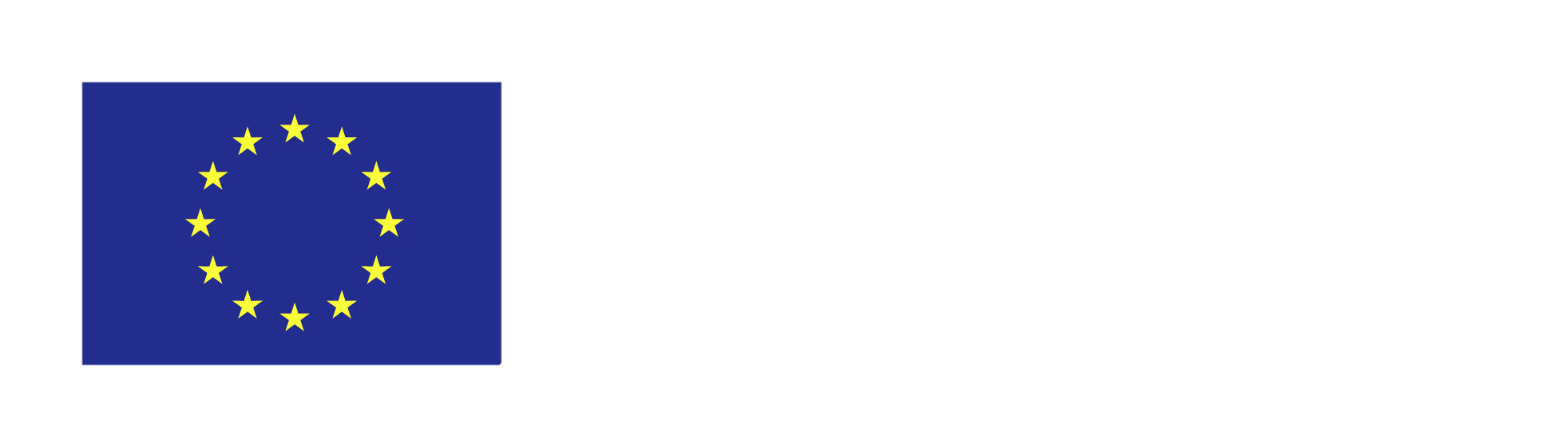
**Gender Equality Charter Mark**

Curriculum

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| Category | Level | Key Question | Emerging | Working towards | Developing practice | Embedded practice |
| Subject areas | School/ kindergarten | To what extent is GE integrated into the school/kindergarten curriculum? | Research good practice in integrating GE into the curriculum.  Begin conversations with curriculum leaders about gender issues in the curriculum. | Develop criteria for reviewing the formal curriculum and schemes of work and share with staff.  Audit and review curriculum and schemes of work. | Edit schemes of work to ensure a range of contributions/role models and to avoid stereotyping.  Ensure no hierarchy of subject areas in the school/kindergarten with some being described as more challenging/worthy of study than others.  Share learning to develop good practice. | Ensure that all schemes of work are carefully designed with GE fully incorporated.  Establish a process of annual review.  Share good practice with other schools/kindergartens. |
|  | School/ kindergarten staff and teaching | To what extent are the notions of GE integrated into subject areas? | Begin informal discussions amongst some staff about gender stereotypes in the curriculum.  Develop and carry out a simple questionnaire . | Encourage staff to support an audit and review of curriculum and schemes of work.  Encourage staff to share ideas and take part in discussions about how to improve practice.  Encourage staff to consider the range of activities carried out in every subject including in continuous provision/play. | Ensure that staff meet regularly to share good practice and disseminate.  Ensure that subject areas recognise contribution of women as well as men (including women of colour, LGBTQ+, disability, class and other intersectionalities).  Encourage staff to research and attend CPD around GE in the curriculum. | Ensure that staff continue to meet regularly to share good practice and disseminate.  Ensure that staff attend subject networks to discuss promote GE in their subject area. |
|  | Students and learning | To what extent are students aware that GE is integrated into subject areas? | Begin discussions between staff and students and in school/ kindergarten/class councils around GE in the curriculum. | Involve students in developing the criteria for reviewing the curriculum and schemes of work.  Arrange for students to contribute to the reviewing of schemes of work and observe/ audit activities in other classes. | Continue to involve students in reviewing schemes of work.  Encourage students to make suggestions for improvements. | Ensure plans are in place for ongoing student review.  Give students opportunities to share learning with students in other schools/ kindergartens or/and raise awareness amongst staff in other schools/kindergartens. |
| Explicit Teaching | School/ kindergarten | To what extent does the school/ kindergarten support explicit teaching of GE? | Identify where explicit teaching of GE takes place in the school/ kindergarten. | Ensure that opportunities are created within the curriculum to discuss and act upon GE. | Ensure staff can confidently facilitate discussion on GE during lessons. | Ensure explicit teaching of GE continues to be in place in relevant curriculum areas.  Ensure explicit teaching is reviewed regularly.  Share practice with other school/kindergartens. |
|  | School/ kindergarten staff and teaching | To what extent do school/kindergarten staff create opportunities for discussion of and action upon GE issues in their teaching? | Involve staff in collecting information about where GE is explicitly being taught and where the gaps are. | Create opportunities to discuss and act upon GE with students. | Regularly facilitate discussion with students on GE during lessons. | Review explicit teaching of GE regularly.  Share practice with other staff/school/kindergartens. |
|  | Students and learning | To what extent do students actively engage in discussion of GE issues? | In consultation with students, identify where and how discussion of GE issues takes place. | Involve students in discussion of GE issues where appropriate in the taught and hidden curriculum and other learning opportunities. | Ensure that students are aware of possible gender stereotypes in subjects and wider society.  Ensure that students understand gender stereotyped influences on them from peers and society. | Involve students in a regular review of explicit teaching of GE.  Enable students to share their ideas with other school/kindergartens. |
| Extra-curricular | School/ kindergarten | To what extent does the school/ kindergarten ensure that GE is taken into account in extra-curricular activities? | Gather data to identify what extra-curricular provision there is and who is attending and why.  Review how extra-curricular provision is promoted. | Make recommendations for changes to promote GE based on a review of extra-curricular activities. | Implement recommended changes to promote GE. | Continuously evaluate the content and uptake of the extra-curricular programme in discussion with staff.  Share good practice with other school/kindergartens. |
|  | School/ kindergarten staff and teaching | To what extent does school/ kindergarten staff promote GE in a range of extra-curricular activities? | Begin informal discussions amongst relevant staff about gender stereotyping in extra-curricular activities. | Involve staff in making recommendations for changes. | Ensure that relevant staff implement recommended changes. | Ensure that relevant staff continue to meet regularly to share good practice.  Provide opportunities for staff to share good practice with other school/kindergartens. |
|  | Students and Learning | To what extent are students involved in non-stereotypical extra-curricular activities? | Begin discussions between staff and students around GE in extra-curricular activities. | Ensure students are invited to contribute views about changes to extra-curricular activities. | Involve students in reviewing the changes to extra-curricular activities. | Ensure plans are in place for ongoing student evaluation of the extra-curricular programme  Give students opportunities to share learning with students in other school/ kindergartens/raise awareness amongst staff in other school/kindergartens. |
| Continuous provision and activity choices. | School/kindergarten | To what extent does the school/ kindergarten provide gender equal access to all areas of the curriculum in the classroom? | Discuss issues of GE with continuous provision and activity choice in the classroom  Research/share good practice.  Develop an audit and review continuous provision and activity choice. | Implement changes based on review of continuous provision and activity choice.  Actively support and challenge students in the choices they make so that all students feel all activities are open to them. | Ensure a gender balance of uptake of activities. | Ensure all activities/continuous provision is treated with equal value.  Ensure increased numbers of students opt for non-stereotyped activities/ continuous provision.  Share good practice with other school/kindergartens. |
|  | School/kindergarten staff and teaching | To what extent do the school/ kindergarten staff show and encourage gender equal opportunities in continuous provision and activity choice | Encourage staff to discuss issues of GE in continuous provision and activity choice Collect data continuous provision and activity choice | Provide information/ training to ensure that staff are aware of the gender challenges in various activities ensuring there are examples of counter-stereotyping. | Ensure that staff actively promote activity choices as gender equal, flagging up concrete examples and promoting diversity.  Encourage discussion and sharing of good practice. | Incorporate self and peer review, to ensure that staff actively engage students in all activity choices irrespective of gender.  Encourage staff to share learning with other educators and networks. |
|  | Students and learning | To what extent do students make non-gender stereotyped choices when choosing activities? | Seek student perceptions of gender-stereotyped choices when choosing activities  Share and discuss relevant data with students.  Conduct lessons around assumptions and stereotypes. | Encourage students to challenge stereotypes in their activity choices. | Support students to make non gender-biased activity choices (e.g. girls choosing STEM-related activities; boys choosing languages/arts/humanities/health & social care related activities). | Establish ongoing review procedures to ensure that students can make informed activity choices and feel safe in their choices. |
| Career aspirations | School/kindergarten | To what extent does the school/kindergarten provide gender equal career information? | Find role models who challenge career stereotypes amongst alumni and local community. | Audit careers and aspirations topics.  Highlight specific areas where GE can be promoted and make recommendations.  Provide opportunities for visiting role models to talk to students. | Implement changes after audit on promoting GE in careers and aspirations topics.  Share importance of non-gender stereotyped career aspirations with parents/carers.  Include parents/carers in topics on non-gender stereotyped aspirations. | Ensure a diverse group of role models has been developed.  Engage in dialogue with parents/carers and wider community around importance of non-gender stereotyped aspirations. |
|  | Students and learning | To what extent do students make non-gender- stereotyped career aspirations? | Discuss with students issues of GE in subject provision and how they relate to aspirations. | Give students opportunities to learn from and discuss with role models. | Ensure that students feel comfortable to make non-gender-stereotyped aspirations (e.g. girls choosing STEM, boys choosing caring/arts professions). | Provide opportunities for students to discuss importance of non-gender-stereotyped career aspirations other school/kindergartens/learning establishments. |
| Hidden curriculum | School/kindergarten | To what extent does the school/ kindergarten ensure that its values, norms and attitudes reflect GE? | Discuss what an ethos of GE means/looks like.  Consult staff and students.  Make links with relevant organisations and seek case studies of good practice. | Develop ways of auditing GE in current practice with regard to school/kindergarten vision, policies, curriculum, extra-curricular activities, recruitment etc. Provide training for staff on unconscious bias.  Trial and refine ways of auditing (checklists, interviews, discussion groups). | Adapt policies and practices in the light of various ways of auditing GE.  Put in place training/support from external agencies. | Carry out regular reviews of policies and practices to ensure ethos of GE.  Support other school/kindergartens to develop an ethos of GE. |
|  | School/kindergarten staff and teaching | To what extent are school/kindergarten staff aware of promoting and modelling GE in all relationships in the school/kindergarten community? | Encourage staff to discuss what an ethos of GE looks like.  Encourage staff to seek and share examples of good practice.  Encourage staff to make links with external organisations. | Ensure staff take part in auditing GE in current practice.  Encourage staff to attend relevant training which enables them to facilitate open and safe discussion with students.  Enable staff to share learning, including around unconscious bias. | Ensure staff make changes to policies and practice in the light of training and auditing of GE.  Develop peer review and support. | Establish commitment to GE as part of ongoing professional development of all staff. Encourage staff to share learning with other school/kindergartens and organisations. |
|  | Students and Learning | To what extent do students have a consistent experience of GE in all areas of school/kindergarten life? | Encourage students to discuss their experiences of GE in school/ kindergarten life. | Students take part in auditing of GE in school/kindergarten policies and practice. | Students play role in changing policies and practice related to GE. | Students play a role in ongoing review of policies and practice related to GE.  Students given opportunities to share learning in other school/kindergartens. |
| Resources | School/kindergarten | To what extent is GE reflected in the school/kindergarten's resources? | Encourage discussion of GE in resources to ensure inclusivity and representation of difference.  Seek support from external organisations regarding good practice. | Carry out audit of resources related to GE (e.g. that they recognise contribution of women as well as men-including women of colour, LGBTQ+, disability, class and other intersectionalities).  Provide training for staff on GE issues in resources. | Make changes to policies and practice with regard to GE in resources.  Provide a forum for sharing examples of good practice. | Put in place a plan for a regular review of resources relating to GE.  Share learning with other school/kindergartens, libraries and educational organisations. |
|  | School/kindergarten staff and teaching | To what extent are school/kindergarten staff aware of and reflect on GE issues in resources used in practice? | Discuss GE in resources in different subject areas. | Build critical literacy into lessons. | Engage in regular discussions about resources with other staff. | Engage in a regular review of resources relating to GE. |
|  | Students and Learning | To what extent do students have the opportunity to engage critically with GE issues in resources? | Provide opportunities for students to engage in discussions about GE and resources. | Enable students to take part in audit of resources.  Encourage students to suggest improvements.  Encourage students to critically engage with GE in resources. | Promote a culture of students critically engaging with resources, especially relating to GE. | Ensure students are part of ongoing review of resources regarding GE.  Enable students to feel able to challenge stereotyped resources and explain their reasons. |
| Visiting organisations | School/kindergarten | To what extent does the school/ kindergarten ensure that GE is taken into account when working with visiting organisations? | Identify who the visiting organisations are. | Discuss the school/kindergarten’s GE practice with visitors prior to their visit to the school/kindergarten. | Ensure that staff and students feel able to challenge visitor’s actions in relation to GE.  Review the practice of visiting organisations.  Provide written guidance for school/kindergarten visitors. | Share good practice with other school/kindergartens. |

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