



Project: Expanding the use of the 'Gender Equality Charter Mark for Schools' across Europe.
 Agreement No: 2018-1-UK01-KA201-048271

With the support of the Erasmus+ programme of the European Union



Gender Equality Checklist for Secondary Schools

1 - Beginning, 2 - Developing, 3 - Advanced

Area	Target	1	2	3
1. Ethos & Environment				
1a) Expectations and attitudes	Teachers are aware of their unconscious bias			
	Praise for ability and skills is given to all genders			
	Behaviour management is gender equal			
	Boys and girls receive equal amounts of attention from teachers			
1b) Language	Students are referred to in a gender-neutral way			
	Students are not unconsciously segregated by gender			
	All staff use gender-neutral spoken and written language (a)			
	Sexist language and statements are challenged			
1c) Physical environment and resources	The school's principles on equality and diversity are clearly displayed			
	There is an equal representation of genders in displays			
	All genders are shown in a variety of roles			
	A diverse range of families is portrayed			
	Colour is used to challenge rather than reinforce gender stereotypes			
	Language displayed is gender-neutral (a)			
	Classroom resources are not gender-stereotyped or segregated			
	Books challenge stereotypes (b)			
	The uniform/dress code is gender-neutral			
Menstruation management is in place for all genders (c)				

GECM Draft Support Materials - Checklist Version 1

Adapted from Gender Equality: A Handbook for Primary Schools by Helen Griffin, Jessica Kingsley Publishers, Forthcoming

Area	Target	1	2	3
1d) Relationships and roles	There is a culture of mutual respect across the whole school community			
	The gender balance of roles in school is managed to be equal as far as possible			
	Visitors that challenge stereotyped roles are invited into school			
	All staff are aware of the school's policies on gender equality and diversity			
	All staff have received training on gender equality and diversity			
	Student roles and responsibilities are gender balanced			
	Girls and boys work well together in lessons			
	All staff are aware of how they model femininities and masculinities and how they relate to different genders			
	Visitors are made aware of gender equality policies			
1e) Break and outdoor space	Outdoor space is designed to allow different kinds of activity			
	The outdoor space is used equally by all genders			
	Students who lack physical skills are coached to enable them to join in with outside activities if they want to			
	There is a variety of attractive equipment for outdoor use			
1f) Extra-curricular activities	Extra-curricular activities include all genders			
	Celebratory assemblies are gender-neutral			
	Guest speakers / former pupils are invited as role models who challenge stereotypes and assumptions			
	School leavers and other events are portrayed in gender-neutral ways			

GECM Draft Support Materials - Checklist Version 1

Adapted from Gender Equality: A Handbook for Primary Schools by Helen Griffin, Jessica Kingsley Publishers, Forthcoming

Area	Target	1	2	3
2. Curriculum				
2a) Art and design	All students are supported in developing a full range of artistic skills			
	Students are exposed to as many female artists as male artists			
	Fashion and textiles art is associated with men as well as women			
	Gender issues in art are explored e.g. portrayal of women and men's bodies			
2b) Citizenship	Students know that women are involved in politics across the world			
	Students know that equality is enshrined in the International Convention on the Rights of the Child and the Universal Declaration of Human Rights			
	Gender inequalities in the economy and politics are addressed			
	Genders are equally represented on school or class councils.			
	Gender discrimination is considered alongside ethnicity/religion/disability and class			
2c) Computing	Computing is portrayed as creative and fun			
	Information about women's involvement in computing is provided			
	Computing project topics appeal to all genders without stereotyping			
2d) Design & Technology	All genders are equally comfortable with different aspects of. D & T			
	All aspects of D & T are portrayed as equally relevant to girls and boys			
	Skills gaps are identified and extra support is given			
	D & T tasks are described in gender-inclusive and counter-stereotyped ways			
	The contributions of both women and men to the subject are recognised			
	Visitors in non-stereotypical roles are invited into the school			

GECM Draft Support Materials - Checklist Version 1

Adapted from Gender Equality: A Handbook for Primary Schools by Helen Griffin, Jessica Kingsley Publishers, Forthcoming

Area	Target	1	2	3
2e) English and Media	Classroom talk is equally engaged in by all genders			
	Teachers call on all genders equally to answer questions			
	Assumptions are challenged about gendered text preferences			
	Literature for students to read independently is reviewed regularly for gender balance and equality.			
	Students are offered a range of texts including those that explore the power of gender and racial stereotypes			
	Students critique media representations of gender			
2f) Geography	Women and men are shown in non-stereotyped roles across the world			
	Work in the home is seen as equally valuable to work outside the home			
	Women and people of minority ethnic heritage, in positions of power and authority feature in the curriculum			
	All genders are portrayed in active leisure pursuits			
	All genders are involved in fieldwork and practical work on sustainability in school			
2g) History	Famous women as well as men are studied in history (other intersectionalities are also taken into account)			
	The role of women during the World Wars is studied when celebrating Remembrance Day			
	The lives of ordinary women are studied			
	Famous men involved in non-stereotyped roles e.g. peace building are studied			
	Girls' and women's position in society / gender roles through time are studied			
	The history of feminism from suffragettes until the current time is studied			

GECM Draft Support Materials - Checklist Version 1

Adapted from Gender Equality: A Handbook for Primary Schools by Helen Griffin, Jessica Kingsley Publishers, Forthcoming

Area	Target	1	2	3
2h) Languages	There are specific purposes and real audiences for learning languages			
	Languages are made relevant to students' own lives			
	Personal best or collaboration is emphasised when teaching languages (i.e. non-competitive / compete against yourself)			
	Students are made aware of lesson objectives to enable them to have more control over their learning			
	Foreign languages have a high status and visible profile in the school			
	The idea that French is for girls (or other languages for particular genders) is challenged			
2i) Mathematics	There are a wide range of images in resources / displays of different people using mathematics in different occupations and roles			
	Students are given encouragement and feedback to help overcome mathematics anxiety owing to stereotype threat			
	Group discussion and multiple strategies for understanding and problem solving are employed in mathematics			
	Families are helped to build 'science capital' by being provided with information about the diverse ways in which pupils can use mathematics learnt in school			
2j) Music	There is no gender differentiation in who learns which musical instrument in school			
	Singing is seen as a normal activity for all genders to participate in			
	All genders are equally involved with different musical styles			
	There are no differences in teachers' attitudes to girls and boys musical ability			
	Students are exposed to as many female composers as male			
	A variety of recorded music is played from different places, times and involving women and men			

GECM Draft Support Materials - Checklist Version 1

Adapted from Gender Equality: A Handbook for Primary Schools by Helen Griffin, Jessica Kingsley Publishers, Forthcoming

Area	Target	1	2	3
2k) Physical Education	All genders have equal access to a full range of physical, sporting and games activities			
	Boys' involvement in dance and gymnastics is encouraged			
	Girls involvement in football and other ball games is encouraged			
	There is a focus on skills development in PE lessons. Support is differentiated to ensure that all children can participate in competition.			
	Invited sports coaches provide positive and non-stereotyped gender role models			
	Students learn about famous male dancers/gymnasts and famous female footballers/rugby players etc.			
	Teams are mixed where possible while ensuring that girls are confident and boys don't dominate			
	A variety of sporting and fitness opportunities are provided outside of school			
2l) PSHE	Boys as well as girls are helped to develop emotional literacy			
	All students are supported in developing respectful relationships with each other including the meaning of consent from a young age			
	All students are taught that the changes such as menstruation at puberty are natural and healthy			
	All genders are equally involved in conflict resolution initiatives such as peer mediation			
	Opportunities are provided for students to think critically about masculinities and femininities.			
2m) RE	Assumptions about the role of women in different religions are challenged			
	The role of women across all faiths is explored.			
	Religions are portrayed as diverse rather than monolithic			
	Students are enabled to explore a diverse range of perspectives about gender and religion			
	Women are shown to have played important roles in different religions			
	Women as well as men from different faiths are invited in to talk about their day-to-day experiences and patterns of life			

GECM Draft Support Materials - Checklist Version 1

Adapted from Gender Equality: A Handbook for Primary Schools by Helen Griffin, Jessica Kingsley Publishers, Forthcoming

Area	Target	1	2	3
2n) Science	The diversity of possible careers involving science is portrayed			
	Boys' interest in biology and girls' interest in physics is actively encouraged			
	Teachers model interest in non-gender stereotyped areas of science			
	Teachers have the knowledge and confidence in science to support students' attainment and progression			
	Abstract scientific principles are linked with real world contexts.			
	Female scientists as well as male scientists are actively portrayed			
2o) Explicit teaching	Specific opportunities for engaging students in critical discussion about gender equality are built into the curriculum			
	Students' critical thinking about gender issues is developed			
	Students are supported in identifying and implementing changes they wish to make individually and in the school and wider community			

- a) See separate guidance on language
- b) See separate checklist for evaluating books
- c) See separate guidance on menstruation management

Project Partners:



Austria



Croatia



Finland



Greece



Hungary



Italy



Poland



Slovakia



UK



GECM Draft Support Materials - Checklist Version 1

Adapted from Gender Equality: A Handbook for Primary Schools by Helen Griffin, Jessica Kingsley Publishers, Forthcoming