Teacher Notes

These lessons and activities are provided to you, to use alongside the **Challenging Stereotypes Animation** (you can find the animation at **tinyurl.com/y6gpsozr**). If you would like to use the animation on its own, you could show students the video and ask them what stood out to them and why and to write down what they think of stereotypes on a post-it note. You could use this as an assessment.

They have been produced for Year 9/10 students in schools in England, however, should you feel them appropriate, you are welcome to use these for other year groups.

Please bear in mind each group of students is different (even those in the same year group) so always consider the pupils in each class carefully and adapt the plans to suit their specific needs accordingly.

Consider each lesson in terms of all the children you have in your cohort, making sure they get the support they need before the lesson by talking to them about what you'll be covering and catching up with them after the lesson to check they are okay. Consider also:
- The specific needs of any SEN students
- Any gender non-conforming students – be sure to incorporate gender equality, in all its forms, into your lessons and activities
- The impact of differing faiths and cultures
- How your experiences/background may be different to those of your class and affect your responses or assumptions

Before teaching these activities, be sure to familiarise yourself with the topic and content of each activity/lesson and make sure you have watched the animation.

Always check and work within Government guidelines and school policies to make sure you are following correct protocol and talk to a member of SLT if you are unsure about anything.

At the beginning of each activity/lesson it is important to set up a **working agreement** so everyone feels safe, happy and able to join in without feeling judged. Between four to six points should be developed and agreed together, considering your school values. This list can be revisited at the start of each lesson and is likely to include elements regarding respect, kindness, tolerance and importantly where to go for support should anything make anyone feel uncomfortable during or after the lesson. You could also create and share a list of trusted available adults inside and outside of school.

When teaching the lessons or doing a quick activity, always have the working agreement and learning objectives up on display (unless specified). Returning to the objectives at the end of the activity/lesson and allowing time for reflection is hugely valuable, as is allowing time to assess and clarify any misunderstandings.

Assessment is an important part of PSHE and should not be overlooked. This can be done throughout the lessons (through open questioning and listening) and also at the beginning and end of topics both to gauge your students' understanding ahead of the lessons (which can direct your planning and teaching) and at the end, to see how much they have learnt and to consider next steps.

Always remind students that if they feel uncomfortable about anything raised in this session they should talk to an adult they trust. (Parents/carers, other school staff or maybe ChildLine who are open 24/7 for everyone up to the age of 19 on chat, text or call.)

And finally, Improving Gender Balance is a randomised control trial funded by the DfE and evaluated by the UCL Institute of Education. Though the trial focusses on the under-representation of girls in physics, we know that many other groups are also similarly affected by bias and stereotypes. We encourage staff and students to consider other factors which can influence subject choice, such as ethnicity, socio-economic background, disability and sexual identity.

Curriculum links

These materials align to the curriculum for Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Respectful relationships, including friendships

Pupils should know:

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

Pupils should know:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

For up to date guidance on PSHE:

- gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education
- pshe-association.org.uk