

Story of Improvement

What is meant by gender stereotypes?



Healthier behaviour outcome:

Increase in the number of children/young people who show an understanding of what is meant by gender stereotypes and are able to challenge their own and others' perceptions.

Why was this intervention chosen?

We felt as a school there was a need to focus on views and attitudes towards relationships focusing on developing healthy relationships. We felt it was incredibly important to address the growing concern in all schools in the UK regarding online influencers such as Andrew Tate who promotes a very narrow and harmful view of masculinity alongside misogynistic attitudes.

How did you select your target group?

The smaller target group of students had been identified by Head of Year 10 as having expressed ideas / been involved in gender stereotyping. These were students who were from different ethnicities and had shown blatant misogynistic attitudes towards women. Female staff members had reported frequent misogynistic attitudes from students who were chosen to be in the target group.

Intervention work carried out:

Our first step was to re-visit the PSHE and enrichment curriculum with a focus on providing our students in all key stages with an opportunity to share ideas and unpick social influences on their values and beliefs and educate them on how these influences can sometimes manifest in a range of problematic behaviours.

We value student voice highly at Sir Thomas Rich's and a range of focus groups and surveys were undertaken to ensure that we were responding to the specific needs of our students.

Balanced external speakers, workshops, PSHE lessons and assemblies led by members of The Female Lead Society all formed part of our approach.

Staff Inset was also provided to share the different ways in which media messages and stereotyping are explored in PSHE lessons and cross-curricular links with other subjects reinforced this, such as the introduction of the themes of gender, media bias, and diversity in new Key Stage 3 English schemes of work.

How has this intervention impacted the children?

We completed a Focus Group following on from the intervention and it revealed:

- that 50% of students had felt that the workshop had been useful.
- that they knew a lot of what had been said but felt it 'was useful to be reminded'
- the majority of students felt that it was good to be reminded of the positives of masculinity.

The whole cohort survey indicated that 43% felt that they were more confident in recognising harmful behaviours surrounding gender stereotypes and defining masculinity.



Next steps as a result of the intervention:

We will carry out small group interventions with those students that made 'any measurable' rather than 'significant' progress. These interventions will be discussion based, with the aim of challenging stereotypes and equipping them with the skills to challenge media messages.

We understand that this is a long term, continual process and we aim to continue approaching this through various ways and always include parents in this process. Possibility of parent workshop.

Repeat workshop with next Year 10 cohort. Keep working on embedding positive attitudes across school, ensuring that staff are looking out for and not accepting of language and behaviours. The Female Lead to fundraise for local shelter.