stonewall education for all conference 2016

QEII CENTRE, LONDON  |  FRIDAY 8 JULY 2016

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Stonewall
Acceptance without exception
Celebrating Difference in Early Years and Primary Schools
Fay Bartram – Session Chair, Education Officer
Campaigns Policy and Research team, Stonewall

Andrew Moffat – Assistant Head Teacher
Parkfield Community School, Birmingham

Louise Crook – Early Years Advisory Teacher
Cambridgeshire Race Equality and Diversity Service (CREDS)

Richard Lazenby – Early Years Consultant
Barnsley Metropolitan Borough Council
Celebrating difference in Early Years and Primary Schools
Andrew Moffat

July 2016
The Equality Act 2010

Public bodies have to consider all individuals when carrying out their day to day work- in shaping policy, in delivering services and in relation to their own employees.

It also requires that public bodies

- Have due regard to the need to eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different people when carrying our their activities
Living in the UK today

What messages are we giving our children about…..

- Race
- Religion
- Gender
- Gender identity
- Age
- Disabilities
- Sexual orientation
135. The social development of pupils is shown by their acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

136. The cultural development of pupils is shown by their understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
No Outsiders in our school

We respect each other’s

There are no outsiders here!
Jigsaws
We live in the United Kingdom
assemblies
assemblies
“No outsiders in our school: Teaching the Equality Act in primary Schools” by Andrew Moffat available from www.Speechmark.net

www.equalitiesprimary.com

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Celebrating Difference
Stonewall Conference
July 2016

Early Years settings
Louise Crook
Advisory Teacher
Cambridgeshire Race Equality and Diversity Service
Cambridgeshire early years picture

- Childminders: 694
- Day nurseries: 114
- Maintained nursery school and class: 30
- Nursery unit of independent school: 12
- Pre-school playgroup: 184
- Private nursery school: 20
Equality & Diversity training:

◆ ENCO 1,2 & Refresher
◆ Equality and Diversity in Planning and Practice
◆ British Values in EYFS – What does it mean?
◆ Persona dolls
◆ Gender stereotyping

Central to all these training sessions are the Equality Act and the Public Sector Equality Duty
Cambridgeshire’s Equality Pledge

“We believe in the dignity of all people and their right to respect and equality of opportunity. We value the strength that comes with difference and the positive contribution that diversity brings to our community. Our aspiration is for Cambridge and the wider region to be safe, welcoming and inclusive”
STEREOTYPES LIMIT THINKING
Different Families
Same Love

mum + dad = ❤️
auntie + uncle = ❤️
foster mum + foster dad = ❤️
mum + mum = ❤️
dad + dad’s boyfriend = ❤️
mum + mum’s girlfriend = ❤️
mum = ❤️  dad = ❤️
dad + dad = ❤️
dad + stepmum = ❤️
mum + mum’s boyfriend = ❤️
grandma + grandpa = ❤️

.......................... + .................................. = ❤️

generations = ❤️
families = ❤️
Different Families

same Love

REAL FAMILIES ROCK!

Love is All You Need
Ten Ways to Challenge Stereotypes
We need to focus on debunking the gender binary in favour of a fluid view of the gender spectrum.
Books that challenge stereotypes
Websites

◆ Stonewall: http://www.stonewall.org.uk/our-work/education-resources

◆ NUT: https://www.teachers.org.uk/education-and-equalities/breakingthemould

◆ GIRES: http://www.gires.org.uk/education/classroom-lesson-plans

◆ Mermaids: http://www.mermaidsuk.org.uk/
Celebrating Difference and Challenging Stereotypes in Early Years Settings

Richard Lazenby
Early Years Consultant
Challenging gender stereotypes

Think about your setting’s provision.

- Are there areas which appeal more to boys? How could you make them more appealing to every child?

- Are there areas which appeal more to girls? How could you make them more appealing to every child?

- How do you avoid making assumptions about children’s preferred activities?
Storybooks
Celebrating difference

Use the *Different Families, Same Love* poster and the story books to discuss the similarities and differences between and within families. Always start with what is real and immediate to the child.

Ensure that all staff are confident to have these discussions. If a child is thrilled that they are going to be a bridesmaid at their aunties same sex wedding—encourage her to bring in the photographs and talk about them and share them with the other children.
Case study

As a local authority, we provided all settings with the Different Families, Same Love resources. We also made story sacks linked to some of the books for the day-care in our Children’s/Family Centres. A number of nurseries made “My Family Books” with all the children in their setting. These books were then put in book corners alongside the posters and children were encouraged to share the books with each other and discuss the similarities and differences between their families in a cosy, loving atmosphere. Some settings also made memory boxes. These were similar to the books but also included objects from the child’s past such as a favourite toy/comforter/collection of photos. This work was then followed up by delivering Promoting British values-Unpicking the Myths” training throughout the borough.
British Values
Promoting respect and tolerance

• When talking about difference and diversity, always start with what is real to the child and their family, e.g. the man who works in the corner shop, the lady in the chip shop

• Make a display using Stonewall *Different Families, Same Love* resources and book lists. Create individual *My Family* books or posters and encourage the children to talk about each other’s families and their routines, celebrating similarities and differences

• Provide resources and images that challenge stereotypes, e.g. female lorry drivers in the small world/garage area, female builders in the block area, male carers in the home corner, images of people with disabilities doing things for themselves, e.g. paralympians
British Values
Promoting respect and tolerance

• Invite visitors to your setting such as police officers, fire fighters - where possible challenge stereotypes, e.g. female firefighters, black police officer

• As always, act on children’s interests. For example, if a child is thrilled that she is going to be a bridesmaid at her auntie’s same-sex wedding and brings in photographs of the event, talk about it with the children
What barriers exist to challenging gender stereotypes and celebrating difference in your setting?
Breaking the Wall

• Perceived view of Parents/Carers/Families

• Confidence/Knowledge of Staff

• Resource Issues

• Any others?
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◆
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◆ www.stonewall.org.uk
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Questions?
Thank you for coming!