



Equality, Diversity, Citizenship, and Inclusion

This teaching/learning resource is packed with guidance and tools to help education providers at all levels design an equality curriculum that inspires and challenges all their learners

The resource pack covers a host of topics that fit in with the Personal, Social, Health and Citizenship Education (PSHCE) national curriculum and are transferable to use with adult groups and as part of staff development and induction

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Introduction

An equality, diversity and inclusion induction, icebreakers and learning pack for learner projects

This pack can be used to supplement the programmes of study for Citizenship that are already being delivered in schools/colleges or could be used with adults to raise awareness of equality, diversity, and inclusion. The pack has been developed to be adapted for use in the workplace and other learning environments.

This pack includes information in the form of guidance and advice notes for facilitators staff/managers. We have included session plans that focus on explaining key issues clearly as well as promoting the benefits of embracing equality, diversity and inclusion.

The pack provides you with clear, concise learning objectives, practical resources, key word lists, introductory activities, core learning activities and a plenary section. These are accompanied by a selection of flash cards to facilitate activities of engagement in both face to face and online environments.

Session/Equality issue	Content
Session 1 – What does it mean?	<ul style="list-style-type: none"> • Introductory activity to aid understanding of the language of equality, diversity, and inclusion. • Introduction to the numerous areas within EDI.
Session 2 – Legislation: All	<ul style="list-style-type: none"> • Introductory activity to explore protection by law • Activity to examine legislation when advertising appointments
Session 3 – Diversity: All	<ul style="list-style-type: none"> • Introductory activity to examine the difference between EDI • Activity to explore what is required to bring about diversity
Session 4 – Harassment and Bullying: All	<ul style="list-style-type: none"> • Introductory activity to examine the difference between EDI • Activity to examine the impact of Harassment and Bullying
Session 5 – Religion and Belief:	<ul style="list-style-type: none"> • Introductory activity to examine the difference between EDI • Main activity to develop Religion and Belief awareness
Session 6 – Sex, Gender and Sexual orientation	<ul style="list-style-type: none"> • Introductory activity to examine perceptions and understanding of gender and sexual orientation • Main activity to develop gender awareness
Session 7 – Disability	<ul style="list-style-type: none"> • Introductory activity to examine general perceptions of disability • Main activity to investigate types of disability
Session 8 – Race	<ul style="list-style-type: none"> • Introductory activity to examine general perceptions of race • Main activity to develop awareness and understanding of race
Section 9 - Age	<ul style="list-style-type: none"> • Introductory activity to examine general perceptions of age • Main activity to develop greater awareness of issues surrounding age.
Session 10 – Socio Economic and Privilege	<ul style="list-style-type: none"> • Introductory activity to examine general perceptions of socio-economic drivers and privilege. • Main activity to develop greater awareness of issues related to socio economic and privilege

Alongside the session plans are notes to support the facilitator/trainer. These include:

- a brief outline of the activity
- suggestions on how to differentiate the activity
- suggestions for developing the theme.
- Suggestions for expanding the discussion

The whole document can be used as a programme of study to deliver the key stage 3 and key stage 4 citizenship programmes of study key concepts 1.1b, 1.1c, 1.2b, 1.3a and 1.3b.

It will also address the key stage 3 and 4 PSHEE Personal Wellbeing non-statutory programme of study key concepts 1.1a, 1.4b, 1.5a and 1.5b.

The whole pack can be used to address the issue of equality, diversity and inclusion in other learning environments or in the workplace.

This programme of study can also aid learning for level 1 and 2 certificates in Equality and Diversity for learners aged pre-16 and above. It is also ideal for those who need to develop an awareness of issues surrounding equality, diversity and inclusion, for example as part of an induction programme or personal development.

About this resource

This resource provides a series of sessions for staff and facilitators working in a range of capacities for schools, colleges, work-based learning providers, voluntary and community sector organisations, public sector bodies and in the private sector. It can be used to form the basis either of formal induction training or guided self-study for new and existing staff, including temporary staff, volunteers, and people on work placement. In addition, it can be used flexibly to support delivery of equality and diversity sessions for those working directly with learners, volunteers, or staff. It aims to:

- remove any mystery and misconceptions and clearly explain the concepts of equality, diversity and inclusion
- offer practical advice on dealing with challenging situations in an effective way
- improve understanding and social awareness of why people behave differently, thus reducing unwitting and unintentional discriminatory behaviour
- reflect the reality of multiple discrimination, since everyone is affected by each of the characteristics that are protected by legislation, and areas not protected by law.

The following graphics help to guide the user around the resource.



Signposts users to relevant and differentiated activities



Information on roles and responsibilities



Information or activity exploring legislation



Practical tips and advice



Information or explanation



Expanding the discussion

The resource includes a range of examples, advice, practical tips, and activities to help embed the learning in an interesting way. Some activities are differentiated to allow different levels of difficulty – the signposting graphic indicates where this occurs. It draws on people's own experiences and highlights the application and relevance of equality and diversity in a range of job roles, including those of managers, teaching/training staff, supervisors, support staff, administrators and those who work directly with service users.

Each activity plan contains the following information:


Equality issue(s)	The equality and diversity area(s) – including protected characteristics – touched upon by the activity: Sex, Sexual Orientation, Race & ethnicity, Religion & belief, Age, Disability, Gender Reassignment, Social economic, Social Class
Potential use	Group sizes, potential for adaption to cover other issues
Purpose	The rationale behind the activity
Learning outcomes	How participants will be able to demonstrate the knowledge or skills they will have gained by completing the activity
Key terms	Words and phrases associated with equality, diversity and inclusion issues that participants will have a deeper understanding of after completing the activity
Resources	The resources and preparation you need to do in advance of the activity
Method	A step-by-step guide to delivering the activity
Variations	How the activity may be delivered in different ways to meet different needs, styles or abilities
Differentiation	Ideas on how to adjust tasks to meet individual learner needs
Expanding the Conversation	Suggestions for group discussions; the terminology could be amended to meet the needs and levels of the groups.
Cards, answer sheets, and supporting information	A range of materials to support the activity, including differentiated materials for some activities

Session Six: Sex and Sexual Orientation



Name	Sex and sexual Orientation	
Anticipated timings	The activity takes approximately 30 minutes	
Equality Issue	Sex and Sexual Orientation	
Potential use	To raise awareness of sex and sexual orientation	
Purpose	This activity allows the learners to sex, gender and sexual orientation	
Learning outcomes	<p>Through taking part in this activity, participants will be able to:</p> <ul style="list-style-type: none"> • recognise types of sex discrimination • understand the legislation covering sex and sexual orientation 	
Key terms:	Gender	Sexual orientation
	Sex	Female
	Gay	Gender reassignment
	Non binary	Homophobia
Resources	<ul style="list-style-type: none"> • copies of cards • access to the internet 	
Methods	<ul style="list-style-type: none"> • Explain what the participants will get out of the activity using the learning outcomes given above. • Using one of the random grouping methods, divide the participants into five subgroups. Using a random split will ensure that participants are working with someone new who may not share their views. • Explain that some of the cards have a question that, at first sight, may not appear to have legal implications but they should consider all aspects of the statements; i.e. are there any health and safety implications? • After a reasonable time bring the group back together and ask a representative from each subgroup to present their findings. 	

	<ul style="list-style-type: none"> • Facilitate a discussion about the impact the legislation is having on our lives now. • Remind the participants about what they have learned using the learning outcomes given above.
Variations	<ul style="list-style-type: none"> • Create a competitive element by awarding points for correct answers but be aware that some participants may become embarrassed if they fail to get an answer correct. • The whole group could be divided into smaller groups using one of the random split methods. Each subgroup could be given a card and asked to find as much information as they can within a set time.
Helpful hints	<ul style="list-style-type: none"> • This works well with young people from most age groups, although understanding of the terms might need to be established first.
Differentiation	<ul style="list-style-type: none"> • Participants could create some of their own statements. • Some of the cards could be made into scenarios and role played. This could then be discussed by the group

Expanding the discussion	
<ul style="list-style-type: none"> • Consider how the gender pay gap or gender equality occurs and then how might be reduced • How can we challenge homophobia: including unexternalized homophobia and homophobic bullying? • What are the challenges of being non-binary in a closed-minded society? And how might they be overcome? • Most people start from a position of compassion about the struggles that trans people face; so why do others seek to deny them their rights and others speak of unfairness? 	

Card 6.1

If you were picked on at work because you were friends with a gay man, could YOU take action against your employer?

Yes: This is known as ‘discrimination by association.’ It refers to a situation where an individual is discriminated against through their association with another person. In this example, the harassment is based on a friend’s sexual orientation, which is protected by anti-discrimination law, regardless of your own sexual orientation.

Card 6.2

When did women no longer have to provide a male guarantor when applying for a loan or mortgage?

- 1976
- 1985
- 1969

1976: Before sex discrimination legislation came into force, most married women could only get credit such as a loan or a mortgage based on their own income with a male guarantor, as lenders assumed married women would have limited working lives.

Card 6.3

What percentage of the UK workforce is women?

- 25%
- 35%
- 48%

48%

Card 6.4

You have the protected characteristic of gender reassignment only if you:

- want to reassign your sex from your birth sex to your preferred sex; and do this by changing your name; physical or other characteristics
- you are undergoing medical treatment

The correct answer is: want to reassign your sex from your birth sex to your preferred sex; and do this by changing physical, name or other characteristics

You do not have to be undergoing medical treatment or under medical supervision to be protected by the Equality Act.

Card 6.5

The UK government defines gender as:

1. a social construction relating to behaviours and attributes based on labels of masculinity and femininity; gender identity is a personal, internal perception of oneself and so the gender category someone identifies with may not match the sex they were assigned at birth
2. where an individual may see themselves as a man, a woman, as having no gender, or as having a non-binary gender – where people identify as somewhere on a spectrum between man and woman
3. referring to the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions
4. something that is assigned at birth

The government defines gender as described in 1 and 2
The other two is how the government define sex

Card 6.6

According to the World Economic Forum how long will it take to reach gender equality? (in years)

- 50
- 76
- 100
- 136

The World Economic Forum predicts it will now take 136 years to reach gender equality — as the COVID 19 pandemic set the world back by a generation, delaying parity by about 36 years

Card 6.7

Sexual orientation is when you're sexually attracted to:

- people of your own sex – when you're gay or lesbian
- people of the opposite sex – when you're heterosexual
- people of both sexes – when you're bisexual.
- All of the above

All of the above

