



**Title:** Gender Equality: The Law

**Level:** SENIOR

**Code:** S.5.2

**Links to Curriculum for Excellence**

In terms of Curriculum for Excellence this level is concerned with extending or deepening what is described at Fourth Level.

Experiences and Outcomes	Benchmarks
<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a</p> <p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 4-48a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB 4-49b</p>	<ul style="list-style-type: none"> <li>• Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.</li> <li>• Understands the rights and responsibilities required for safe and enjoyable sex.</li> <li>• Explains how to access both local and national information, guidance and help.</li> <li>• Demonstrates an understanding of support available and current legislation related to a range of types of abuse, for example, female genital mutilation, domestic abuse, grooming, child sexual exploitation.</li> </ul>

**About this activity**

Having explored gender equality in terms of relationships, this session looks at what the law says about equality, and specifically gender equality. It explains that if gender equality is undermined by sex discrimination. The session explains the different kinds of sex discrimination and encourages young people to think further about how we might create a more gender equal world.

**Resources to support this activity**

- Slides
- Discussion/group activity prop: **How might a person experience sex discrimination?**
- Discussion/group activity prop: **Helping make a gender equal world. Our ideas for change + ideas for action.**
- Equality and Human Rights Commission in Scotland  
<https://www.equalityhumanrights.com/en/commission-scotland>

## Activity

1. Introduce the session with a reminder that in the previous discussion the class/group explored gender equality, so thinking about the relationship between men and women in society and how we might think about equality in personal relationships.
2. Explain that in this session there will be the opportunity to look at what the law says about gender equality. As a reminder of what we mean by equality share the slide that says: **Equality is about making sure that every person has the same chances to make the most of their lives and talents.**
3. **The law in Scotland:** Explain that **The Equality Act (2010)** is the main piece of legislation that states the law on all kinds of equality. Explain that the law protects people from discrimination based on these nine characteristics, as you share these using the slide check understanding and take any comments or questions:  
  
3. **What is sex discrimination?** Explain that *“because the class/group is thinking about gender, it’s important to explore when a person might be discriminated against because of their gender; this is called sex discrimination.”* Share the slide, briefly read the types of discrimination and watch the short film.  
**There are 4 main types of sex discrimination: 1. Direct discrimination 2. Indirect discrimination 3. Harassment 4. Victimisation** <https://youtu.be/tZYilgRFPkU>
4. **What is direct and indirect discrimination?** Explain that it’s important to understand that some discrimination is really obvious, e.g. if someone is shouting racist abuse at someone. But, sometimes discrimination can be less obvious, e.g. not giving someone a job because they are a woman but giving another reason. Introduce the short film as an explanation of this: [https://youtu.be/BdFw\\_i03V0A](https://youtu.be/BdFw_i03V0A)
5. Having heard about direct and indirect discrimination use the slide to explain **harassment** and **victimisation**. Check understanding.
6. Introduce the group activity: **How might a person experience sex discrimination?** Ask the young people to work in a small group. Give each group the prop with the 4 types of discrimination in each quadrant – explain that there are situation cards (some set in school, others in the workplace) and the group must decide/agree what kind of sex discrimination this is. Encourage discussion, feedback and use the Teacher sheet to clarify what is what.
7. **Helping make a gender equal world. Our ideas for change + ideas for action.** Ask the young people to work in 6 groups, each will be given an area to think about (read these out):  
**HOME/SCHOOLS/WORKPLACES/SPORTS/TELEVISION+FILM/ONLINE+SOCIAL MEDIA** Explain that *the challenge is to decide on a handful of ideas that would help bring about a gender equal world, a world where no one experiences sex discrimination; you have to identify ideas for how things should change or ideas about how to make change happen.* Give each group some time, and then ask half of each group to move round, join existing group members, find out what they have said and see if they can add more. Make the groups move around 2 or 3 times, as long as conversations are ongoing. Finish with some sharing and comments.

As with all RSHP work, follow up on any concerns about a child or young person after the session.

**Further learning activities are available that connect to this RSHP curriculum content**

- S.5.1 Gender Equality: Relationships
- S.5.3 Gender Equality: School and the Workplace

**Practitioner Notes**

