

Title: Gender Equality: The Law (V3)

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"> • Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent. • Understands the rights and responsibilities required for safe and enjoyable sex. • Explains how to access both local and national information, guidance and help. • 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.

Learning intentions

- Young people consider gender equality in the context of relationships – broadly in society and in more personal relationships.
- Young people understand what the law says about gender equality/sex discrimination.
- Young people understand that the law applies to school and education.

Success Criteria

- I can talk about what equality means to me.
- I can explain what the law says about gender equality and sex discrimination.
- I know that learning and work environments must be places of equality and safety for me.
- I am building skills and confidence to seek information, support or help when I need it and if my rights are infringed.

Resources to support this activity

- PowerPoint slides
- Discussion/group activity prop: **How might a person experience sex discrimination?**
- Discussion/group activity prop: **Helping make a gender equal world.**
- Film: What is sex discrimination? (duration 1 minute 15) <https://youtu.be/tZYilgRFPkU>
- Film: What is direct and indirect discrimination? (duration 4 minutes 55) https://youtu.be/BdFw_i03V0A

Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

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: **What is gender equality?**
3. **The law in Scotland:** Using the next slide, 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 (duration 1 minute 15):

There are 4 main types of sex discrimination: 1. Direct discrimination 2. Indirect discrimination 3. Harassment 4. Victimisation

What is sex discrimination? <https://youtu.be/tZYilgRFPkU>

4. **What is direct and indirect discrimination?** Explain that it is 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 (duration 4 minutes 56) as an explanation of this: *What is direct and indirect discrimination?* https://youtu.be/BdFw_i03V0A
5. Having heard about direct and indirect discrimination use the series of 4 slides to explain **sexual 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. **Set the young people a further challenge.** Can they identify further examples of each type of discrimination as might happen in a school?
8. **Helping make a gender equal world. Our ideas for change + ideas for action.** Print and use the prop provided. 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; young people are 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.

- 9. To end**, acknowledge contributions, perhaps the complexity of some of the issues and situations discussed in the session, and explain that the next session will look in more detail at gender quality in school and in the workplace.

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