



MODULE 1 ASSESSMENT

This topic has been developed with Gina Rippon, Emeritus Professor of Cognitive Neuroimaging at the Aston Brain Centre, Aston University. The course introduces how gender biases shape our brain in the Early Years and why these experiences have such an impact on a child's early development. The course content explores practical ways to acknowledge and be more proactive at addressing barriers to inclusion, such as negativity, conscious and unconscious bias, and gender stereotyping.

The following assessment will support you in reflecting on your environment and practice. You will be able to demonstrate that the information you have listened to has been embedded, and your answers will create new opportunities to create language-rich learning opportunities for the children in your setting.

QUESTION 1

Biologically determined differences known as the 3 G's (genes, genitals and gonads) are aspects of our biology that produce different reproductive systems, but what other aspect of the human body do the 3 G's impact?

QUESTION 2

More recent neuroscience developments, such as reviewing the human brain, have contributed towards a much more contemporary understanding of gender and sex in today's society. When was it possible for scientists to look at intact living human brains in intact living humans?





MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

The World Health Organisation produces a global gender gap index every year, what does this index measure and in how many countries?

QUESTION 4

In the 2019 report (before the pandemic), how many years was it estimated the world would reach true gender equality/justice, and how did the pandemic then affect this?

QUESTION 5

At what age do children become aware that there are differences, these differences are valued, and these differences also mean different things depending on whether you are a boy or a girl? Can you also please include an example of how children demonstrate this awareness?





MODULE 2 ASSESSMENT

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QUESTION 1

What are some of the ways you can promote gender inclusivity within your setting?

QUESTION 2

The brain develops most in the Early Years; what goes on in the outside world will change the brain's development therefore what is important in these early years?





MODULE 2 ASSESSMENT CONTINUED

QUESTION 3

Please finish the below sentence:

The first 1000 days of a child's life are crucial in developing their...

QUESTION 4

How can practitioners work with young children challenge gender stereotypes and differences in young children's play?

QUESTION 5

Expert guest Gina was part of a documentary on the BBC; this documentary went into a primary school class of 6-7-year-olds for 6 weeks and removed anything from the classroom which flagged as representing a gender. They measured children's gender perception at the beginning of the 6 weeks and then at the end of the 6-week experiment- What impact and change did this experiment create in the children?





MODULE 3 ASSESSMENT

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QUESTION 1

Could you please identify some steps and strategies your setting can take to challenge gender stereotypes?

QUESTION 2

Many schools and settings have implemented a new role 'Gender Equality Champion'. What are some of the responsibilities linked to this role?





MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

Why is policy/guidance on gender equality and inclusivity important for supporting practitioners and developing an inclusive team ethos?

QUESTION 4

Which country in the world is the least gender biased and why?

QUESTION 5

Gina references another country that has implemented a strong government stance on gender equality. Could you state which country this is and what changes they have taken in toy marketing to support gender equality?





MODULE 4 ASSESSMENT

This topic has been developed with Gina Rippon, Emeritus Professor of Cognitive Neuroimaging at the Aston Brain Centre, Aston University. The course introduces how gender biases shape our brain in the Early Years and why these experiences have such an impact on a child's early development. The course content explores practical ways to acknowledge and be more proactive at addressing barriers to inclusion, such as negativity, conscious and unconscious bias, and gender stereotyping.

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QUESTION 1

Could you please identify ways in which practitioners can communicate more effectively with parents and the local community to overcome gender bias and why is this important?

QUESTION 2

It is important that you are aware of each family's religious and/or cultural views as these could impact their opinions on gender equality; why is this?





MODULE 4 ASSESSMENT CONTINUED

QUESTION 3

We are underpinned in our work by the Equality Act 2010 in relation to inclusivity; why is this?

QUESTION 4

Could you please give some simple scenarios where you could challenge gender bias in your setting?

QUESTION 5

Could you please highlight three small steps you can implement instantly to challenge gender bias in your setting?





REFLECTION SECTION

From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.

Key areas to reflect on:

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.





REFLECTION SECTION CONTINUED

A large, empty rectangular box with rounded corners and a thin green border, intended for reflection notes.





ANSWER SHEETS





MODULE 1 ASSESSMENT

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QUESTION 1

Biologically determined differences known as the 3 G's (genes, genitals and gonads) are aspects of our biology that produce different reproductive systems, but what other aspect of the human body do the 3 G's impact?

Answer 1 (Please note, the below are examples and answers may vary)

- The 3 G's impact on the structures of our brain.

QUESTION 2

More recent neuroscience developments, such as reviewing the human brain, have contributed towards a much more contemporary understanding of gender and sex in today's society. When was it possible for scientists to look at intact living human brains in intact living humans?

Answer 2 (Please note, the below are examples and answers may vary)

- 1980's and early 1990's.





MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

The World Health Organisation produces a global gender gap index every year, what does this index measure and in how many countries?

Answer 3 (Please note, the below are examples and answers may vary)

- The index measures gender equality in around 160 countries.

QUESTION 4

In the 2019 report (before the pandemic), how many years was it estimated the world would reach true gender equality/justice, and how did the pandemic then affect this?

Answer 4 (Please note, the below are examples and answers may vary)

- The report estimated it would take 99 – 100 years to achieve true gender equality and justice.
- The pandemic set this estimation back by a whole generation; recent reports indicate that true gender equality and justice will now be achieved in over 130 years.

QUESTION 5

At what age do children become aware that there are differences, these differences are valued, and these differences also mean different things depending on whether you are a boy or a girl? Can you also please include an example of how children demonstrate this awareness?

Answer 5 (Please note, the below are examples and answers may vary)

- Children from the age of 2 onwards notice these differences, their interactions with toys and their interests demonstrate this, such as a boy rejecting pink toys or toys seen as 'girly'—similarly, girls role-playing princesses and boys as superheroes.





MODULE 2 ASSESSMENT

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QUESTION 1

What are some of the ways you can promote gender inclusivity within your setting?

Answer 1 (Please note, the below are examples and answers may vary)

- Offer children full freedom to choose their own interests
- Be more inclusive in the terminology used when addressing the children and colleagues
- Read and engage with non-traditional books and stories that promote representation of sex and gender.

QUESTION 2

The brain develops most in the Early Years; what goes on in the outside world will change the brain's development therefore what is important in these early years?

Answer 2 (Please note, the below are examples and answers may vary)

- Exposure in relation to gender equality through play in the early years as this supports gender equality and perception in later years.





MODULE 2 ASSESSMENT CONTINUED

QUESTION 3

Please finish the below sentence:

The first 1000 days of a child's life are crucial in developing their...

Answer 3 (Please note, the below are examples and answers may vary)

- ...own identity and their own sense of self.

QUESTION 4

How can practitioners work with young children challenge gender stereotypes and differences in young children's play?

Answer 4 (Please note, the below are examples and answers may vary)

- Practitioners can support this by being aware of gender equality and the importance of embedding this into practice
- Reviewing the resources in continuous provision to ensure they are gender equal
- Be aware of the practitioner's own bias and reflect on how they are role-modelling gender equality in their communication with the children.

QUESTION 5

Expert guest Gina was part of a documentary on the BBC; this documentary went into a primary school class of 6-7-year-olds for 6 weeks and removed anything from the classroom which flagged as representing a gender. They measured children's gender perception at the beginning of the 6 weeks and then at the end of the 6-week experiment- What impact and change did this experiment create in the children?

Answer 5 (Please note, the below are examples and answers may vary)

- The children realised that everybody could do everything in this gender-neutral classroom, and anything which flagged up that boys and girls were different, the children removed this as their perception changed.
- The children then educated and challenged their families to change their perceptions of what they had learnt at school.





MODULE 3 ASSESSMENT

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QUESTION 1

Could you please identify some steps and strategies your setting can take to challenge gender stereotypes?

Answer 1 (Please note, the below are examples and answers may vary)

- Displays and setups within the environment need to be inclusive; reviewing to make sure males, females and disabilities are included is key.
- Review the resources to ensure gender equality.
- Encourage girls and boys to be part of all areas and activities at the setting, not just the stereotypical areas girls and boys usually play in.
- Ensure practitioners' communication is gender equal and they challenge their own bias.
- Reflection is key in every aspect of the environment and practice in relation to gender equality and inclusivity.

QUESTION 2

Many schools and settings have implemented a new role 'Gender Equality Champion'. What are some of the responsibilities linked to this role?

Answer 2 (Please note, the below are examples and answers may vary)

- Monitoring the environment to ensure there is no gender bias.
- Attend gender equality training and support colleagues to challenge their bias and make changes.





MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

Why is policy/guidance on gender equality and inclusivity important for supporting practitioners and developing an inclusive team ethos?

Answer 3 (Please note, the below are examples and answers may vary)

- A shared team ethos encouraged by guidelines, policy and training supports practitioners to be proactive and respond comfortably and competently in situations where issues on gender may arise.

QUESTION 4

Which country in the world is the least gender biased and why?

Answer 4 (Please note, the below are examples and answers may vary)

- Iceland is referenced as the least gender-biased country in the world.
- This has been achieved by government policy, and every school has a gender equality charter and external agencies assess schools on their approach and practice on gender.

QUESTION 5

Gina references another country that has implemented a strong government stance on gender equality. Could you state which country this is and what changes they have taken in toy marketing to support gender equality?

Answer 5 (Please note, the below are examples and answers may vary)

- France.
- France has banned gender on toy marketing in their law; therefore, it is not allowed to introduce gender into any kind of toy marketing.





MODULE 4 ASSESSMENT

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QUESTION 1

Could you please identify ways in which practitioners can communicate more effectively with parents and the local community to overcome gender bias and why is this important?

Answer 1 (Please note, the below are examples and answers may vary)

- It is important to have parents on board so that children have the same messages at home as well as in the setting
- Parents and practitioners need to work together to ensure that in all aspects of the child's life, gender stereotypes are suitably challenged
- Hold a parent's event/workshop discussing gender bias and equality
- Ensure your parent communications, such as newsletters, also highlight the message of gender equality and steps your setting is making to ensure parents are aware and informed.

QUESTION 2

It is important that you are aware of each family's religious and/or cultural views as these could impact their opinions on gender equality; why is this?

Answer 2 (Please note, the below are examples and answers may vary)

- Some religions and/or cultures have strong beliefs in gender-specific roles and it's important to be respectful when encouraging gender equality.





MODULE 4 ASSESSMENT CONTINUED

QUESTION 3

We are underpinned in our work by the Equality Act 2010 in relation to inclusivity; why is this?

Answer 3 (Please note, the below are examples and answers may vary)

- The Equality Act 2010 forces us to challenge inequalities and promote inclusivity and equality.

QUESTION 4

Could you please give some simple scenarios where you could challenge gender bias in your setting?

Answer 4 (Please note, the below are examples and answers may vary)

- During the festive season, ensure that Santa Claus does not give 'boy' and 'girl' gifts to the children and instead has gender-neutral gifts rather than categorising.
- Encourage children on world book day to challenge bias and encourage children to dress in something unusual rather than stereotypical outfits.

QUESTION 5

Could you please highlight three small steps you can implement instantly to challenge gender bias in your setting?

Answer 5 (Please note, the below are examples and answers may vary)

- Audit and reflect on the continuous provision and how children interact with specific areas, children that gravitate towards 'girl' and 'boy' stereotype areas should be encouraged to explore different areas.
- Hold a team meeting focused on equality and inclusivity to reflect as a team and implement changes.
- Review the environment, your displays and the communications you send out to families to ensure there is no unconscious bias included and equality is encouraged and highlighted.

