

## **Activities to support development of equalities agenda across Education Services – Update noted.**

4 With reference to the minutes of 29th January 2026 (Print 6, page 110) noting an update on activities to support the development of the equalities agenda across Education Services, there was submitted and noted a report by the Executive Director of Education Services providing an update regarding the matter, advising

- (1) that the update focused on key developments in 2025/26 relating to gender equality and religion/belief-based inclusion;
- (2) of the work being undertaken in relation to the following, as detailed in the report:-
  - (a) Young Women: Girls of Glasgow (Class of 2031), which would track and support the same group of young women from S1 to S6, develop leadership, voice and gender-equality advocacy, provide structured opportunities to influence change within their schools and build confidence, ambition and strong peer network;
  - (b) Young Men: Mental Health and Positive Masculinities Programme, which was a collaboration of representatives from Education Services, Strathclyde University, Police Scotland, school leaders and Psychological Services to develop a new programme to support young men's mental health;
  - (c) Psychological Services' Gender Equalities Self-Evaluation Framework, which had been drafted by Glasgow Educational Psychology Services to support systematic improvement and would strengthen gender-sensitive assessment and intervention, staff understanding of gendered experiences of education and evidence-informed practice that removed barriers for girls, boys and gender-diverse learners;
  - (d) LGBTQ+ Inclusion and PRIDE Allyship, to reduce stigma, promote visibility and ensure safe access to psychological support;
  - (e) Digital Disclosure, which was an initiative developed between Education Services and Time for Inclusive Education and would be implemented to ensure that staff across Glasgow's schools possessed the knowledge and understanding necessary to help children and young people develop the digital literacy skills needed to confront online misinformation and discrimination; and
  - (f) Sense Over Sectarianism – Anti-Sectarian Education, which aimed to reduce sectarian attitudes and language, build mutual respect between religious and cultural groups, support children to recognise prejudice and discrimination and encourage positive social change.