

# **RYA Guidance: Modern Day Manners A guide to Inclusive Language**

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## Contents

<b>Introduction</b>	<b>3</b>
What is inclusive language?	3
Allyship	4
For top tips on how to be a great ally:	4
Person First Language	5
Top tips for writing emails or documents:	6
<b>Age</b>	<b>6</b>
<b>Disability</b>	<b>8</b>
Important things to consider:	9
Neurodiversity	11
Mental Health and Well-being	12
<b>Race and Ethnicity</b>	<b>13</b>
Should I use the term BAME or Ethnic Diversity?	13
Name Pronunciation	15
For emails, letters and other written communication	16
<b>Families and Relationships</b>	<b>16</b>
<b>Religion and Belief</b>	<b>19</b>
<b>Gender and Gender Identity</b>	<b>20</b>
Gender	20
Gender identity	20
Transgender Identity	20
Pronouns	24
<b>Sexual Orientation</b>	<b>26</b>
Sexual orientation or sexuality	26
<b>Socio-economic Background</b>	<b>27</b>
<b>Appendices</b>	<b>29</b>
Appendix 1: Discriminative language	29
Appendix 2: Definitions of Gender Expression	29
Appendix 3: Family Structures	30
<b>Further Reading</b>	<b>31</b>

## **Introduction**

The following guidance provides steps that employees, organisations, members, and participants who are associated with the RYA can take in order to show respect to individual identities.

Inclusive Language Guidance has been highly requested by numerous stake holders of the RYA. Having expressed that they face challenges with the language that is used to describe the roles that they play within sailing, boating and water sports, this guidance ultimately shares the importance of valuing everybody's identities in the language that we use. Language plays a huge part in the ways in which we are all included, recognised and feel belonging in a community.

### **What is inclusive language?**

The language that we use in everyday conversations is constantly evolving. Some words that we might have used 50 years ago, are no longer suitable when it comes to describing different people. Some terms disappear and resurface, while others are modified and redefined. It's important that the language we use shifts alongside the progression of our understanding and knowledge of different groups of people that may not share our individual characteristics.

Inclusive language is vocabulary that we can include into our everyday thoughts and conversations, and when writing documents or policies; with the aim to honour and value everybody's experiences, values, and individuality. Inclusive language requires us to challenge our own stereotypes and prejudice towards different groups of people in our society and aids us to unlearn negative habits that are ingrained in us from a young age. Using inclusive language aims to respect individuals with protected characteristics, as defined by the Equality Act 2010. This includes age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

By normalising inclusive language, we aim to remove the barriers for groups of people who are often marginalised in our society by promoting unity that radiates equity and inclusion. We also aim to remove outdated terms that are deemed to cause offense and discriminate<sup>1</sup> against valued members of our community in sailing and boating.

## Allyship

Using and promoting inclusive language, as well as educating ourselves on ways that we can be more inclusive towards other people with protected characteristics is one step towards participating in Allyship. Being an ally means that you actively support the rights of minority and marginalised groups of people without being a member of that group yourself.

Stumbling across our words and making mistakes is all a part of how we learn. It's ok to say the wrong thing and then correct yourself and it's ok to ask what the right way of saying something is. Be prepared to accept feedback, be prepared to listen, and be prepared to apologise.

For us, allyship might look like creating inclusive, accepting and knowledgeable environments within club, training centres and class associations, amongst fellow sailors and boaters, and colleagues. This can be seen in the form of using inclusive language, inclusive and accessible facilities, policies and procedures that promote anti-discrimination, anti-hate crime and equality and inclusion for all, in order to create an inclusive community.

*It's ok to get things wrong and correct your mistakes!*

### **For top tips on how to be a great ally:**

How to be a Sports Ally	<a href="https://truesport.org/bullying-prevention/how-to-be-sports-ally/">https://truesport.org/bullying-prevention/how-to-be-sports-ally/</a>
How to be an Ally in Sport	<a href="https://www.youtube.com/watch?v=ZlsuHPub76Y">https://www.youtube.com/watch?v=ZlsuHPub76Y</a>
The Guide to Allyship	<a href="https://guidetoallyship.com/">https://guidetoallyship.com/</a>

<sup>1</sup> To explore the definitions of discriminative language, please visit [Appendix 1](#).

## Person First Language

Person first language is a way of being sure that we include and value a person for being human, without needing to describe them through using a characteristic that they might have.

Person first language aims to work alongside inclusive language and allows the people that our language describes to be seen for being a human, rather than putting them into a box with a label. For example, person first language will look like:

***“a person who has a disability or impairment”***

***“a person who is of mixed ethnic groups”***

***“an older adult who is retired”***

***“a person who identifies as non-binary”***

This allows people with any characteristic, whether it is a protected characteristic or a characteristic that is under-represented, to be visible as people rather than having just a label.

Although this is a recommended element of effective inclusive language, it is important to note that everybody has a preference of how they are described or acknowledged.

*If somebody describes themselves differently, it is important to respect their preferences. Some people might prefer to say that they are (for example), “a disabled person” or “a non-binary person”. This is because they feel that their disability, gender, race/ethnicity, religion or culture is a part of their identity, rather than separate.*

## Top tips for writing emails or documents:

1. Avoid using acronyms without explanations of what they are or what they mean.
2. Use gender neutral pronouns such as “they” and “them” when referring to family members, colleagues or when using hypothetical examples.

*For example: “...if they are going to take the...” “...I would recommend they...” “...how can we support them to...”*

3. Avoid using jargon<sup>2</sup> and complicated language

*You might be an expert in your field and know lots of terminology, but for people who are new to a hobby or organisation, or have differences in learning ability, this can become overwhelming.*

*If using jargon and complicated language is a must, make sure that you explain what it means.*

## Age

Age inclusive language is language that aims to value the multiple generations in our society. It aims to consider the differences in community throughout different age groups, such as the different ways in which each generation has experienced society and the events that have shaped our individual minds.

Language that is inclusive of age ensures that we steer clear of making assumptions about somebody’s capabilities or experience due to their age.

Using age inclusive language when engaging with people who are a part of the sailing and boating community allows all generations of people to feel included and opens opportunities for younger and older people to engage in activities on the water. Age inclusive language aims to remove the stereotype that different generations of people are less or more able at doing particular things.

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<sup>2</sup> Jargon - special words or expressions used by a profession or group that are difficult for others to understand.

Inclusive Terms	Why	Example
<b>Young people/ Young person</b>	Can be used to refer to older and more experienced children, who can typically make some of their own life decisions. Can be used to address any group of children.	<i>"I am going to teach the young people how to put the sails up today"</i>  <i>"how can we support young people to have their say?"</i>
<b>Children/child</b>	This term would be used formally to address somebody or a group of people who are under the age of 18, however it can become patronising for young people in their teens to be called a child.	<i>"Activities for children under the age of 12"</i>  <i>"Is this a child friendly event?"</i>
<b>Women</b>	Used to describe adult females, over the age of 18.	<i>"this group of women are a fantastic bunch of sailors!"</i>
<b>Girls</b>	Used to describe females who are a child or young person under the age of 18.	<i>"The girls excelled themselves in the youth championships last weekend"</i>
<b>Men</b>	Used to describe adult males over the age of 18.	<i>"The men over there share a narrowboat"</i>
<b>Boys</b>	Used to describe males who are a child or young person under the age of 18	<i>"In the summer, the boys go sailing together after school every Friday"</i>
<b>Older adult / Older people Mature adult</b>	Avoid using terms such as "pensioner", "of retirement age" or "senior" as these terms can become patronising. A person who is older, or more mature in age might not yet be a retired person. The terms "mature adult" and "older person" avoid making this assumption.	<i>"They are an older adult who enjoys sailing"</i>
<b>Energetic</b>	This term aims to avoid the term "youthful"- The term "energetic" removes the suggestion that you have to be young to be full of energy.	<i>"I am an energetic man, who is retired and enjoys being out on the water"</i>

## Disability

There are two templates that are often used to describe disability, the social model and the medical model.

The medical model of disability describes the medical language, diagnosis and framework that describes the basis of a health condition, impairment, illness or disability. It frames itself around the idea that something about a person is 'defective' due to a health condition, impairment or disability and doesn't fully value who people are.

Instead of focussing on why a disability, impairment or condition is restrictive, the social model of disability aims to value and allow people to be seen as a valued member of society, regardless of their physical, intellectual or neurodiverse differences.

The social model of disability<sup>3</sup> is what our language must adhere to and suggests that it is society that disables and creates barriers for people. For example, this could be seen as:

- The attitudes, biases and perceptions that others have towards people with disabilities.
- The ways that policies could exclude and disadvantage people with disabilities.
- Access to buildings and facilities.
- The language that people use to communicate with and talk about people with disabilities.

Inclusive language is an integral part for the inclusion of people with disabilities and aims to remove stigma and negative perceptions.

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<sup>3</sup> To learn more about the social model of disability, follow this link: [Social Model of Disability: Language | Disability Rights UK](#)



## Important things to consider:

- Don't judge a person's capability by their condition or disability, treat everyone with respect and as an individual.
- What is normal to one person won't be normal to the next. We all have different emotions, attitudes, and life experiences.
- Get to know the person, everyone is an individual. Talk to the person, not their impairment or diagnosis or carer.
- Give empathy not sympathy or pity.
- Remember the person you are talking to or of, is the expert on their impairment.
- Remember that everybody will define and talk about their disability in different ways.



Set out to be polite and not cause offense



Ask what words or language a person prefers



Don't worry if you get it wrong...just think about next time



Be natural – don't try and come up with new phrases...

Inclusive Terms	Why	How to use it
<b>A person</b>	A person's disability or health condition may not be what defines them. So often, if they have set the context that they have a disability, health condition or impairment, it's a good idea to just refer to them as a person.	<i>"They are a person who enjoys sailing"</i>
<b>Disabled person</b> <b>Disabled people</b> <b>Person with a disability</b> <b>People with disabilities</b>	As everybody can be affected in different ways, disabled people may not share similarities in lived experience with somebody else who has a disability. When you refer to a group of people, it's important to listen to the language that they use.  Read more:	<i>"They would describe themselves as a disabled person"</i>  <i>"They are a sailor who has a disability"</i>

	<a href="#">Social Model of Disability: Language   Disability Rights UK</a>	
<b>People with long term health conditions</b>	Not everybody who has a condition will feel that they have a disability or are disabled. This term might sometimes be more appropriate. It is important to use your individual judgement on a scenario.	<i>“they are a person with a long term health condition who enjoys sailing in their dinghy”</i>
<b>A person with a visual impairment</b>  <b>A person with a sight loss</b>  <b>Visually impaired person</b>  <b>Blind person / people</b>  <b>Partially sighted person / people</b>	The blind and partially sighted community is diverse.  Visual impairment is a term that is used to describe any level of vision loss, including people who are blind. It is important to recognise that not everybody who has a visual impairment will be blind.	<i>“They are a person who has a visual impairment who enjoys sailing”</i>
<b>A person who has a growth condition</b>  <b>A person with dwarfism</b>  <b>A person of short stature</b>  <b>Little person</b>	The term “dwarfism” and “restricted growth condition” covers over 200 different medical conditions that affect a person’s growth.  “Some people prefer the term “short stature” or “little people” rather than “dwarf” or “dwarfism.” So, it’s important to be sensitive to the preference of someone who has this condition.”  <a href="#">Dwarf Sports Association</a>	<i>“they are a person with dwarfism who enjoys sailing!”</i>
<b>A Deaf person</b>  <b>A deaf person</b>  <b>Hard of hearing</b>  <b>A person with a hearing impairment</b>	The deaf and hard of hearing community is diverse.  Some people prefer to be referred to as Deaf with a capital D, as they have a strong cultural affinity with other Deaf people whose first language is British Sign Language.	<i>“they are a D/deaf person who enjoys wingfoiling!”</i>

	<p>Others prefer a lowercase d. Some people will not see themselves as deaf, but just <i>hard of hearing</i>.</p> <p>It is important to listen to the language that the individual person uses.</p> <p><a href="#">How to be accessible - UK Deaf Sport</a>  <a href="#">Useful BSL Signs - UK Deaf Sport</a></p>	
<p><b>A person who uses a wheelchair/powerchair</b></p> <p><b>A person who uses a mobility scooter</b></p>	<p>These phrases aim to move away from the term such as “wheelchair bound”, which is a term that should always be avoided as it suggests that a person is “confined” to one space and is unable to leave. A wheelchair, powerchair or mobility scooter is not confining, it is a mobility and accessibility device.</p> <p>Another important thing to note is that not everybody who uses a wheelchair, powerchair or mobility scooter will always need to use them.</p>	<p><i>“we can support people who use wheelchairs or powerchairs to access sailing and boating”</i></p>
<p><b>Person without a disability</b></p> <p><b>Non-disabled person</b></p>	<p>When describing people who don’t have a disability, avoid terms such as “able-bodied” as this can assume that all people with a disability have a physical and visible condition.</p> <p>It should be recognised that all people are able when the correct accessibility and equity is given in an environment or facility.</p>	<p><i>“People with and without disabilities can enjoy sailing and boating”</i></p>

## Neurodiversity

The term neurodiversity refers to a variety of different learning differences and disabilities, and aims towards accepting that some people may learn, think or behave differently to others.

Neurodiversity covers a broad range of conditions and disabilities, a few of them could be recognised as Dyslexia, Autistic Spectrum Condition (ASC), Dyscalculia, Dyspraxia, Attention Deficit/Hyperactivity Disorder (ADHD/ADD).

*Find out more: [The Brain Charity](#)*

<p><b>Autistic Spectrum Condition</b></p> <p><b>Autistic person</b></p>	<p>Some people who have autism might prefer to be called an autistic person, others may prefer to say that they have Autism or Autistic Spectrum Condition. Equally, some people may just prefer to say that they are neurodiverse. The spectrum of being autistic, or having autism is broad and not one person will experience autism in the same way.</p>	<p><i>“some people who are autistic might need some extra support with new environments”</i></p> <p><i>“some autistic people might think differently to others who are not autistic”</i></p>
<p><b>A person with ADHD</b></p> <p><b>A person with ADD</b></p>	<p>Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder, <b>is described as a group of behavioural differences that sometimes can mean that a person might find it tricky to focus, experience hyperactivity and impulsiveness, and could be forgetful, disorganised and easily distracted.</b></p>	<p><i>“How can we support our employees who have ADHD to thrive?”</i></p>
<p><b>A Dyslexic person</b></p> <p><b>A person with Dyslexia</b></p>	<p>Dyslexia can mean different things for different people. For some people, this might mean that they find filling in forms and writing reports tricky. It may also mean that they find they are forgetful, become confused with time scales, and find reading maps tricky.</p>	<p><i>“How can we make our membership forms more accessible for Dyslexic people?”</i></p>

## Mental Health and Well-being

[The World Health Organisation](#) describes mental health as “a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right. And it is crucial to personal, community and socio-economic development.”

Mental health and well-being affects everybody, whether they have a diagnosed mental health condition or not. Therefore, it is important that our language reflects and respects all people – we never know what another person is experiencing.

<p><b>A person who has been diagnosed with a mental health condition</b></p> <p><b>A person who is experiencing a mental health issue</b></p>	<p>These terms aim to reduce the stigma of having a mental health condition or experiencing a mental health issue makes you a weak person. Always avoid using terms like “bipolar”, “OCD”, “Depression” to describe behaviours or traits of people, as this should only be used in the terms of a medical diagnosis.</p>	<p><i>“They have been diagnosed with a mental health condition and will be taking some time off”</i></p> <p><i>“Sailing and boating can be really great for people experiencing mental health issues”</i></p>
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## Race and Ethnicity

The UK is a racially, culturally and ethnically diverse place and therefore, through being inclusive with our language when discussing this characteristic in written and verbal form; it aims to remove the barriers that consist of unconscious bias, prejudice and stereotypes. Whilst it is important to acknowledge these individual characteristics in order to allow a person to feel valued, it is recommended that you should only use a person or group’s race, ethnicity, or culture to directly describe them if it is relevant to the point you’re making.

### Should I use the term BAME or Ethnic Diversity?

The term BAME or BME stands for *Black, Asian and Minority Ethnic* or *Black and Minority Ethnic*. These terms become problematic when using them to describe people who are from ethnic communities as they are unhelpful when it comes to describing different identities. Advice from Sporting Equals<sup>4</sup> states that the terms BAME and BME blend ethnicity, geography and nationality and by doing so, doesn’t value everybody who is a part of an under-represented or marginalised ethnic community and also erases

<sup>4</sup> Read more about this [here](#).

visibility and identity of differing communities of people that can be described as “sub-groups”<sup>5</sup>.

BAME and BME can be described as exclusionary as the terminology does not represent White ethnic groups such as Romani or Gypsy Travellers, these groups of people are also under-represented and face significant barriers, such as racism, bias and prejudice.

The term *BAME* could be described as problematic when it comes to describing different people whose ethnicity falls into the category of being “Asian”. This is because Asia is such a large continent that hosts so many different countries and ethnicities, that through using the term *Asian*, it doesn’t fully respect the differing cultures within the continent.

To ensure we remain thoroughly inclusive, representative and value all elements of culture and background of all different people, in situations where you need to describe a person by their ethnicity, try to use accurate descriptions<sup>6</sup> of their identity if you know it. It is not recommended to make assumptions based on somebody else’s ethnicity.

**Ethnicity**

Your ethnicity can be described as the culture that you practice and have been raised in, the country that you were born and grown up in or your ancestry

**Race**

Typically described as a social construct, your race can be described as your physical features such as the colour of your skin and how your body looks and sometimes your hair and facial features.

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<sup>5</sup> For example, this could include people whose ethnicity and race are described as Black British, Bangladeshi, Chinese, Roma, Gypsy Traveller and people who are from mixed ethnic groups. An extensive list can be found [here](#)

<sup>6</sup> For example, describe somebody who is *Chinese British* as *Chinese British* or somebody who is *Black Caribbean* as *Black Caribbean*.

Inclusive Terms	Why	How to use it
<p><b>A person who is...</b> [insert specific ethnicity or race here]</p> <p><b>People who are...</b> [insert specific ethnicity or race here]</p>	<p>Before using any other term, ensure that you are fully valuing the person for their individual identity.</p> <p>If you are unsure of a person’s race or ethnicity, consider if it is necessary for you to refer to it. It is only appropriate to ask if it is necessary.</p>	<p><i>“How can we make sure that we are inclusive and value people who are...”</i></p>
<p><b>Ethnically diverse communities</b></p> <p><b>People/communities who face barriers</b></p> <p><b>Communities who have been impacted by racism</b></p>	<p>If you need to refer to a group of people who experience racism or inequalities, use the term “ethnically diverse”.</p> <p>Using the term “people who face barriers” might be appropriate where you are wanting to refer to people who are not represented in the space.</p>	<p><i>“People from ethnically diverse communities should be supported to be included in sailing and boating”</i></p>
<p><b>Dual heritage</b></p> <p><b>Multi-ethnic</b></p> <p><b>Mixed-race</b></p>	<p>If it’s appropriate to refer to, these terms can be used to refer to people whose race or ethnicity is from mixed or multiple backgrounds.</p>	<p><i>“They are a person who is dual-heritage”</i></p>

## Name Pronunciation

Name pronunciation is about making sure that we pronounce other people’s names the way that they want them to be pronounced.

Our names play a huge part of our identity. They can reveal a lot about us, where we’re from, our culture and our ethnicity.

[Race Equality Matters](#) state that “73% of people have had their name mispronounced. Regardless of reason, it’s hurtful to those affected.” When others refuse to acknowledge the correct pronunciation of a person’s name, it begins to act as a barrier to feeling belonging within a community or society.

Many people feel that they have to shorten or change their names for ease of being acknowledged, even if they don't want to.

### Top tips for pronouncing names correctly:

*"Understanding the importance of name pronunciation"- Joseph Aninakwa (A-ni-na-kwa), Inclusion and Diversity Consultant at [Inclusive Employers](#).*

- *Allow people to introduce themselves and listen attentively to their pronunciation.*
- *Repeat the name out loud to show your intention of getting it right.*
- *Don't be afraid to ask the person to pronounce it again if necessary. Name pronunciation help is normal and many people are happy to help.*
- *Try and clarify the pronunciation again. If you meet someone for the second time after some time, it's ok to say, "apologies, please remind me how to pronounce your name again".*
- *If at some point you overhear someone else mispronouncing another colleague's name when that colleague is not present, step in and then correct that person, "I believe it's pronounced this way."*

### **For emails, letters and other written communication**

To help break down barriers and hurt that the mispronunciation of names creates, join and support your peers, friends, colleagues and members with normalising providing the phonetic spelling of your name.

#MyNames, is a tool that has been launched by Race Equality Matters have launched a tool to help support this initiative. You can access the tool and find more information [here](#).

## **Families and Relationships**

As there are different types of family structure<sup>7</sup>, using inclusive terminology when identifying families for things such as family memberships, communication to parents and conversing with young people under the age of 18 will endeavour to create inclusive environments.

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<sup>7</sup> For the definitions of different family structures, please visit [Appendix 3](#).



Inclusive language for families is important in order to be sensitive towards the different living environments that different adults and young people are situated in. For young people, the people who are accompanying them might be their parent, grandparents, aunts or uncles, childminder, teacher, or foster carer.

Not all families will have or want children and some families will consist of 2 or more people sharing a relationship with each other, in some instances a person may not have any family and remain a single person. It's really important to avoid questions that are invasive and make assumptions.

### **You should avoid**

- Asking when people in a relationship plan to have children.
- Assuming that everybody is in a relationship with somebody or people of the opposite sex or gender.
- Asking when a person or people in a relationship plan to get married/become engaged.
- Making comments about a child's resemblance to their family members.

### **If it's appropriate, you should try to**

- Ask questions that ask a person about their *relationship status* rather than their *marital status*.
- Challenge your own unconscious biases when asking about somebody else's relationship, challenge any assumptions that you might make about a person.
- Refer to all members of a family as *family members* rather than *extended family* – some people from different cultures, backgrounds and life styles will see all of their family as close family members.

Understanding different family dynamics becomes important to consider when dealing with members of staff, families of youth squad participants and family events held at RYA Affiliated Clubs, Training Centres and Class Associations.

The nature of family environments can be so different and can include parents who are the same sex, parents who are different sexes, single

parents, stepparents, adoptive parents, or foster carers. Some families also do not wish to have children.

Inclusive Term	Why	How to use it
<b>Grown-up Adult</b>	The terms parent, caregiver or guardian might not always be appropriate when talking to children and young people, they can also sound a little bit too formal. Using the terms <i>grown up</i> or <i>adult</i> make sure that you are inclusive of a wide range of different people's circumstances.	<i>"which adult will be collecting you after training?"</i>  <i>"Are there any grown-ups at home that you would prefer to talk to?"</i>
<b>Parents, Carers and Guardians</b>	These terms are particularly useful when writing letters addressed to the parents, caregivers or guardians of children and young people involved in youth activities within clubs and squads.	<i>"Dear parents, carers and guardians..."</i>  <i>"calling all parents, carers and guardians"</i>
<b>Looked after Child</b>	A child or young person who could be living with foster parents or a legal guardian, living in a residential children's home, or living in a secure unit.	<i>"They are a looked after child and will be going home with their foster family this evening"</i>
<b>Foster Parent Foster Family</b>	A foster parent and foster family are people who temporarily look after children who have been removed from the care of someone with parental responsibility.	<i>"They will be going home with their foster family this evening"</i>
<b>Legal Guardian</b>	A person who has been appointed by a legal authority to care for a child or young person. This could be extended family members such as grandparents, aunts and uncles.	

## Religion and Belief

**“religion”** is used to describe anybody who believes in and is a part of a community that celebrates devotion and connection towards a God, group of Gods, faith or spirituality.

**“belief”** is used to describe any religious or philosophical belief, or a lack of belief.

Whilst some religions originate from different parts of the world, it is important not to assume that a person’s name, ethnicity or cultural background relates to any particular religion. It’s important to not make assumptions about a person’s religion or belief based on their ethnicity or race.

Inclusive Term	Why	How to use it
<p><b>People who are a part of...</b><i>[insert name of religion here]</i></p> <p><b>----- people who celebrate...</b> <i>[insert name of religion and religious festival]</i></p> <p><b>People from the...</b> <i>[insert name of religion]</i><b>...community</b></p>	<p>Including person first language when talking about people’s connection to a religion or belief is a good step to take. Some people may prefer to connect themselves to their religion or belief first, others may prefer to refer to themselves as a person first.</p>	<p><i>“people who are Jehovah’s Witnesses”</i></p> <p><i>“Jewish people who celebrate Yom Kippur”</i></p> <p><i>“people from the Islamic community”</i></p> <p><i>“People who are Muslim”</i></p>
<p><b>First name</b></p> <p><b>Forename</b></p> <p><b>All given names</b></p>	<p>These terms should be used when asking for people’s names on any form that requires a name. Steer clear from using terms such as “Christian name” as this is not representative of all religions and beliefs. It is also recommended to steer clear of the term “last name” as this may not be relevant to various people from different ethnic backgrounds – some people use their family name first.</p>	

<p><b>Use upper case letters for the names of religions and religious groups</b></p>	<p>Capital letters should be used when writing about different religion and beliefs, this is because they are names and can hold significant importance to a person’s identity.</p>	<p>“Jewish, Judaism”          “Muslim, Islam”          “Christian, Christianity”          “Hindu, Hinduism”          “Buddhist, Buddhism”          “Pagan, Paganism”          “Atheist, Atheism”          “Agnostic, Agnosticism”</p>
<p><b>Religion or belief</b></p>	<p>Avoid using terms such as “faith” when asking people about their religion or belief. <i>Faith</i> will not be relevant to all religions and beliefs.</p>	<p>“what is your religion or belief?”</p>

## Gender and Gender Identity

Gender and gender identity can be described as the ways in which we internally relate to being male, female or neither. To be able to distinguish between the two it’s important to understand the definitions.

**Gender** is described as the ways in which we express our social, emotional, psychological, and cultural identity through. Gender is different to sex because it is based on the expectations that are set by the society that we live in. Gender can be the different or the same to our sex at birth and is much more complex than male, female, or non-binary and it is only for our individual self to decide what our own gender is.

**Gender identity** is about how we feel inside, as a result of self-realisation. Gender identity is the way that we express how we feel about our identity. We can express our gender through the way that we dress and conform to expressions such as femininity, masculinity, and androgyny, as well as identifying as non-binary. There are many forms of non-binary identification, this is where a person feels that they do not fit into the binary of being feminine, masculine, or androgynous<sup>8</sup>.

**Transgender Identity** describes a person who is in the process of transitioning their gender identity, this could be a person who was described

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<sup>8</sup> To understand the definitions of these terms, please visit [Appendix 2](#).

as a male at birth but wishes to be known as a female, or a person who was described as female at birth but wishes to be known as male. This identity also extends to people who wish to be recognised as non-binary or agender.

For more terminology please visit [MindOut's LGBTQ\(+\) glossary](#)

Inclusive Term	Why	How to use it
<b>Cisgender</b>	A person who identifies with the same gender as the sex that they were assigned at birth.	<i>"I am a cisgender male"</i> <i>"I am a cisgender female"</i>
<b>Female</b>	People who identify themselves to be female could be transgender female or cisgender female.	<i>"I am a female"</i>
<b>Gender Fluid</b>	a person who feels that they do not have a fixed gender, their gender is fluid and can sometimes change or stay the same.	<i>"They are genderfluid, they would like to be known as ___ and use ___ pronouns"</i>
<b>Genderqueer</b>	A person who does not feel that they align with gender binaries such as male or female. Some people might use other labels such as genderqueer, bigender, multigender, or polygender.	<i>"How can we make sure people who are genderqueer feel comfortable to use our spaces?"</i>
<b>Intersex</b> <b>Differences in Sex Development</b>	A person who is born with both characteristics of the male and female sex, this can include genitalia, hormones, chromosomes, and reproductive organs. Some people who are intersex or have differences in their sex development might choose to identify as male, female or non-binary. Others may choose to identify as intersex.	<i>"How can we make sure people who are intersex feel comfortable to use our spaces?"</i>
<b>Male</b>	People who identify themselves to be male could be transgender male or cisgender male.	<i>"I am a male"</i>

<b>Transgender Female</b>	A person who is transgender female was born as a male and has transitioned to be/identifies as female. This terminology includes transgender women and girls.	<i>“How can we make sure people who are transgender female feel comfortable to use our spaces?”</i>
<b>Transgender Male</b>	A person who is transgender male was born as a female and has transitioned to be/identifies as male.	<i>“How can we make sure people who are transgender male feel comfortable to use our spaces?”</i>
<b>Transgender</b>	A person who has transitioned their gender from their identity at birth to a different gender.	<i>“people who are transgender should be supported to access the facilities that they identify with”</i>
<b>Non-Binary</b>	A person feels that they do not fit into the binary of being feminine or masculine, or that they fit in between, beyond or amidst the categories of being male or female. A non-binary person may identify their gender as being androgynous, however this does not reflect every non-binary person’s expression.	<i>“How can we make sure people who are non-binary feel comfortable to use our spaces?”</i>

Some language in sailing and boating environments might not value or represent people who identify as female or prefer gender neutral terms.

For a long time, some terminology focussed on the male perspective to being involved in sailing and boating. As the representation of people identifying as female or non-binary has increased within our sport and recreation, it’s important that the language that we use honours and values them too.

Inclusive Terms	Why	How to use it
Chair Chairperson	The Chairperson or Chair of a committee, network or group is typically somebody who is in charge of the running of the meetings.	<i>"The Chair is expected to lead the committee at their meetings"</i>
Cooking and Cleaning duties	Cooking and cleaning duties is the better phrase to use in replacement of "Mother duties". It is best to steer clear of the phrase 'Mother duties' as it suggests that it is a female mother's responsibility to cook and clean, when this is typically not the case.	<i>"who's in charge of the cooking and cleaning duties today?"</i>
Helm	To some people, the term "helm" is inclusive and represents that they can get involved in the responsibility of being the helm of a boat.	<i>"The helm is the person who steers the boat"</i>
Sporting behaviour	You might hear the term "sportsmanship" used sometimes. Whilst this is ok and comfortable for some to use, it might not be comfortable for a person who recognises themselves be a woman or non-binary. "sporting behaviour" makes sure that everybody is included in the meaning of this term.	<i>"they always show great sporting behaviour!"</i>  <i>"we expect everybody to show excellent sporting behaviour"</i>
Weather Reporter	The person who reports the weather on the television.	<i>"the weather reporter said that there will be some showers today"</i>
Person on the winch Take the winch	You might hear a person who works the winch on a boat be referred to as a "winchman" or a "grinder". The best term for this role is "winchperson", as it represents the range of people who can take part in this role.	<i>"They are the person on the winch today"</i>  <i>"Why don't you take the winch?"</i>
Person in water	Currently, the term "man overboard" still exists within electronic equipment, software and official documents produced by governing bodies. The important point is to be able to raise the alarm where a	<i>[To be used in line with safety procedures]</i>

	<p>person has fallen overboard to initiate the emergency procedures.</p> <p>Until this is able to change, it would be recommended to continue to use the term “man overboard” when following safety procedures.</p>	
<p>Boat handling</p> <p>Navigation</p> <p>Deck Work</p> <p>Maintenance</p>	<p>These terms can be used to replace the term “Seamanship”. The term is a collection of skills, knowledge and behaviour that enables an individual to be safe and effective at sea.</p> <p>To replace this term, you may wish to consider making a direct reference to the skill being described or congratulated.</p>	<p><i>‘Great boat handling on the rough seas today’</i></p> <p><i>“You showed great navigation skills today”</i></p> <p><i>“We need to do some deck work before we head out”</i></p> <p><i>“This boat needs some maintenance on its hull”</i></p>

## Pronouns

Pronouns can be described as the ways in which we refer to other people based on their gender identity. Everybody has pronouns.

This is often seen in the form of ‘she/her’ for people who identify as female, ‘they/them’ or self-preferred pronouns for people who identify as non-binary or other, ‘he/him’ for people who identify as male.

It is commonly asked why we should include pronouns in our email signatures, on social media or even when introducing ourselves in person, even if we don’t identify outside of our assigned sex at birth. The reason for this is because it allows people who identify outside of stereotypical gender norms to be visible, heard and included. By using pronouns, we avoid describing somebody as the wrong gender, or identity. Visual pronouns will support your colleagues, friends, crew and members who are trans and non-binary by reducing some of the burden that they experience by consistently needing to explain their identities.



Inclusive Term	Why	How to use it
<b>She/Her/Hers</b>	Typically associated with people who identify as female.	<i>"She went sailing yesterday"</i> <i>"Her boat is green"</i> <i>"That boat is hers"</i>
<b>She/They</b>	These pronouns are used by people for a wide variety of reasons. As an example, people who use these pronouns may present as feminine but feel that they don't fit into the binary of female behaviours/traditions.  You can use <i>she</i> or <i>they</i> when referring to people who use these pronouns.	<i>"She went sailing yesterday"</i> <i>"Her boat is green"</i> <i>"They went sailing yesterday"</i> <i>"Their boat is green"</i>
<b>He/Him/His</b>	Typically associated with people who identify as male.	<i>"He went sailing yesterday"</i> <i>"His boat is green"</i> <i>"That boat belongs to him"</i>
<b>He/They</b>	These pronouns are used by people for a wide variety of reasons. As an example, people who use these pronouns may present as masculine but feel that they don't fit into the binary of male behaviours/traditions.  You can use <i>he</i> or <i>they</i> when referring to people who use these pronouns.	<i>"He went sailing yesterday"</i> <i>"His boat is green"</i> <i>"They went sailing yesterday"</i> <i>"Their boat is green"</i>
<b>They/Them/Theirs</b>	People who identify as non-binary, agender, genderqueer (and more) may use these pronouns.	<i>"They went sailing yesterday"</i> <i>"Their boat is green"</i> <i>"That boat is theirs"</i>
<b>Ze/Zem/Zir</b>	People who identify as non-binary, agender, genderqueer (and more) may use these pronouns.	<i>"Ze went sailing yesterday"</i> <i>"Zir boat is green"</i> <i>"That boat belongs to zem"</i>

## Sexual Orientation

Sexual orientation or sexuality is described as the way in which we are attracted to other people, this attraction can be sexually or romantically, or both. This can be attraction to the opposite sex or gender, the same sex or gender, or of the afore mentioned.

Sexual orientation is different for everybody. For some, this may be asexual, bisexual, gay, lesbian, pansexual, queer, questioning or straight.

*A list and their definitions are below:*

*(The number of different sexualities is not limited to this list; a more extensive list can be found [here](#))*

Inclusive Term	What does it mean?
<b>Aromantic</b>	A person who does not feel a romantic/emotional attraction to others and instead, their attraction is based on how they are attracted to a person sexually.
<b>Asexual</b>	A person who does not feel sexual attraction to other people. People who are asexual often have the same emotional needs as others who are not asexual, which can be explored in a variety of different ways.
<b>Bisexual Biromantic</b>	A person who is romantically or sexually attracted to more than one gender. For example, being attracted to people who are male or female.
<b>Heterosexual</b>	A person who is romantically or sexually attracted to somebody of the opposite sex or gender.
<b>Homosexual Homoromantic</b>	A person who is attracted romantically or sexually to somebody who is the same sex or gender as them.
<b>LGBTQIA+</b>	Stands for Lesbian, Gay, Bisexual, Trans, Queer or Questioning, Intersex, Asexual or Aromantic, plus more.
<b>Pansexual Panromantic</b>	A person who is attracted to somebody else based on their spiritual, emotional and romantic connection with another person regardless of another person's sex or gender.
<b>Polyamorous</b>	A person who is in a romantic or sexual relationship with more than one person, with consent from all who are involved in the relationship.

<b>Queer<sup>9</sup></b>	A term that is sometimes used by people who feel that their gender identity or sexual orientation does not fit neatly into any other identity. <i>Any person who describes themselves as queer may have different definitions of their gender identity or sexual orientation.</i>
<b>Questioning</b>	A person who is currently unsure of their sexuality or gender identity and are currently exploring this.
<b>Romantic attraction</b>	Having a deep, emotional attraction or bond with another person
<b>Sexual attraction</b>	The feeling of being attracted to somebody physically, being attracted to a person because of the way that they look.

There are no rules to defining our individual sexualities, definitions can alter to suit any individual circumstance. However, these terms *must not* be used to mock, insult, or invalidate anybody else’s right to existence, inclusion, safety and belonging, irrelevant of whether somebody is part of the LGBTQIA+ community or not. This also includes making assumptions about somebody else’s sexuality before they have disclosed this information.

## Socio-economic Background

Your socio-economic background can be defined by:

- **Your income**  
*How much money you earn through wages, salaries and Government payments.*
- **Your education**  
*This is your level of education, where you went to school and what qualifications you or your parents/guardians/carers might have. For the UK, this might include GCSEs and BTEC, Apprenticeships, A Levels, Undergraduate Degrees, Master’s Degrees, PhDs.*
- **Your occupation**

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<sup>9</sup> The term Queer should not be used unless the person in question has already self-described themselves using the term Queer to describe their individual sexual orientation or gender identity – this is because it has previously been used as a derogatory and discriminative term and has since been reclaimed by the LGBTQIA+ community.

*This might include whether you are employed or not and whether your job requires you to have specific qualifications and experience.*

Our individual socio-economic background has a huge impact on the ways in which we are integrated into society. We often find that people who have a lower socio-economic background could miss out on opportunities and basic needs to survive, such as health care, food and household utilities like electricity, gas and water. This can be due to barriers such as affordability of the opportunity, poverty, the area in which a person lives live, the language that is used to describe a person, stereotypes and prejudice.

If you need to refer to a person's socio-economic background, be mindful to use language that doesn't blame them for their circumstances and be sure to be respectful.

### **Things to consider:**

- Consider using terms such as "people who experience"  
*People who experience homelessness*  
*People who experience poverty*
- Consider using terms that suggest "people who face barriers" or "communities who face barriers"  
*This is because the way in which an environment or situation is presented is the thing that prevents the person or people from being involved. It should be the responsibility of the environment or situation to make things accessible.*

## Appendices

### Appendix 1: Discriminative language

Discriminative language is a way to describe hateful communication or action towards a specific group or person with protected characteristics.

Discriminative language could include words and phrases that do the following:

- Cause offense
- Reinforces unconscious bias, stereotypes and prejudice.
- Making assumptions about a certain group of people that would exclude them from being able to engage with different elements of society.
- Allows disrespectful labels to be used without a consequence.
- Patronises or underplays the importance of certain groups of people's right to inclusion and experiences.

### Appendix 2: Definitions of Gender Expression

#### Feminine

Femininity can be practices, appearance and behaviours that are traditionally associated with women.

#### Masculine

Masculinity, like femininity, can be described as the practices, appearance and behaviours that are traditionally associated with men.

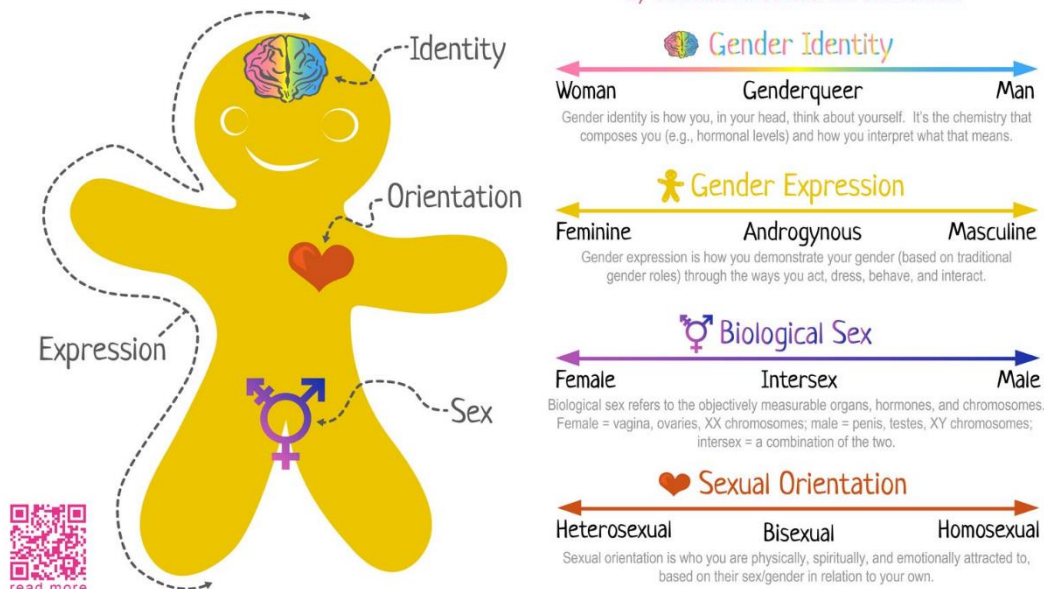
#### Androgyny

Androgyny can be described as not specifically being recognisable as masculine or feminine or having elements of both masculinity and femininity.

#### Gender expression

# The Genderbread Person

by [www.ItsPronouncedMetrosexual.com](http://www.ItsPronouncedMetrosexual.com)



## Appendix 3: Family Structures

### Nuclear Family

A family that consists of 2 parents and children.

### Extended Family

Family outside of your parents and siblings. This might include your Grandparents, Aunties, Uncles and Cousins.

### Reconstituted Family

This could also be called a family that has "step family" – such as Step siblings or Step parents. This is where a parent or grandparent might have remarried.

### Single-Parent Family

This might include one parent and a child or children.

### Same-sex Family

This could include a couple of people who are in a relationship or married and are of the same sex or gender.

## Adoptive Family

An adoptive family might include parents who have adopted children or young people.

## Family without Children

People who do not have children or do not wish to have children.

## Further Reading

[How to Use & Promote Inclusive Language at Your Organization \(hubspot.com\)](#)

[Say This, Not That: A Guide for Inclusive Language - The Diversity Movement](#)

<https://lgbtq.unc.edu/resources/exploring-identities/intersex/->

<https://www.ons.gov.uk/economy/environmentalaccounts/articles/whatisthedifferencebetweensexandgender/2019-02-21#definitions-and-differences>

[https://docs.asee.org/public/LGBTQ/LGBTQ\\_Terminology\\_Handout.pdf](https://docs.asee.org/public/LGBTQ/LGBTQ_Terminology_Handout.pdf)

[Socioeconomic status - GOV.UK Ethnicity facts and figures \(ethnicity-facts-figures.service.gov.uk\)](#)

['Don't call me BAME': Why some people are rejecting the term - BBC News](#)

[Definitions and language | our work | Activity Alliance](#)

[Guide to inclusive language in sport for people with disability | Inclusive Sport Design](#)

[What is neurodiversity? Explaining how some people's brains work differently - The Brain Charity](#)