

# Inclusive and accessible language guidelines

Impact  
on **Urban**  
**Health**





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## Why inclusive language matters

**Using inclusive and accessible language helps organisations communicate better with the people they support, and helps to create a society where people can live healthier lives.**

This is because we need to be able to talk clearly about the causes of poor health, the drivers of health inequality and the systems that influence people's lives.

Racism, ableism, classism, sexism and other forms of systemic oppression shape the places we live. They also shape the attitudes, actions and policies that affect us.

This is why it's important to describe these things accurately and in a way that respects the lived experience of people we talk about.

To use inclusive language, we need to:

- use plain English, so content is accessible to everyone
- talk accurately about issues including racism, ableism, classism and sexism
- clearly describe the problems that marginalised people face
- avoid blaming people for issues they didn't create
- focus attention on the solutions to structural oppression.

These principles help to make communications as inclusive and equitable as possible.





## Race and ethnicity

### What race is

Race is a social construct based on physical traits, like hair type, skin and eye colour. Race [has no meaningful basis in biology](#). It's a cultural idea, not a scientific fact.

**It's used to divide people up into groups, and to justify different access to resources and treatment by institutions and individuals.**

People usually identify as having one race. For example, being white, Black or multiracial. Though, confusingly, identifying as multiracial is one racial identity.

### What ethnicity is

Ethnicity is based on cultural factors, including nationality, regional culture, faith (for example, Sikhs and Parsis are ethno-religious groups), ancestry and language.

People can have many ethnicities. An example of ethnicity is having Ghanaian, Moroccan and Spanish ancestry.

### What white supremacy is

White supremacy is the belief that white people are superior to other races. Examples of white supremacy include white-dominated senior leadership in organisations.



Say	Don't say	Why
Name specific racial and ethnic identities. Be as specific as possible.  (But don't guess people's racial identity. You can't tell someone's race from looking at them.)	Ethnic minority, ethnic minorities	Umbrella terms obscure important differences in communities' histories, characteristics, wants and needs. We avoid generalisations wherever possible.  If we need to use varied terms (for example, throughout a report where it would be repetitive) then we can also say racially or ethnically minoritised. We don't say minorities, because the problem is not being a numerical minority, but the way that systems minoritise people by designing them out of power. It's also not accurate globally.
Ask people and quote them directly.	Ensure people can describe themselves in their own words.  You can't guess if someone identifies as Black, Afro-Caribbean or Jamaican (for example) without asking them, so don't assume. Always check how people want to describe themselves.	If, for example, a community support group describes itself as being run by and for "women of colour", then we quote them. It's important to quote their exact words.  If we're talking about a group with a mixture of different racial and ethnic backgrounds, and we can't check with specific people, we say racially or ethnically minoritised.
State specific communities, racial identities and ethnicities.	White and non-white people	Being white is common, but it's not normal or neutral. We do not use white people as the standard against which other communities are defined.
State specific communities, racial identities and ethnicities.  If we have to generalise, say racially minoritised people.	BAME (Black Asian and Minority Ethnic)	BAME focuses on Black and Asian experiences, and then generalises about all other "Minority Ethnic" experiences.  Since Black, African, Asian, mixed heritage and Indigenous people make up around 80% of the world population, it's also inaccurate.  It highlights certain identities then conflates others. It also fails to mention people of mixed heritage.
Be specific.	Do not generalise about racial or ethnic groups.	It's common to generalise about people who are structurally disadvantaged. This can erase important differences in their wants and needs and contribute to cultural erasure and othering.  If we know that people identify with different cultures or identities (for example, Black African and Black Caribbean people), we should state this. Even if two distinct groups have similar outcomes, it's valuable to name the groups rather than grouping them together.
List races or ethnicities in alphabetical order	Do not list white or British first	Avoid centring whiteness and Britishness: list all options alphabetically.





Say	Don't say	Why
Asian people, Black people, Latine/Latinx people.	Asians, Blacks, Latins	Use adjectives rather than nouns. For example, we talk about white people or communities, not whites.
Lower-case w in white ("white people")	Capital W in white ("White people")	Capital W is used by white supremacists. Members of white supremacist hate groups have clearly communicated that they use the capital W to symbolise their belief in white racial superiority. To capitalise the w can be seen to validate a white supremacist worldview. The capital B in Black is not intended to symbolise superiority. It serves several purposes. For example, to distinguish Black the racial identity from black the colour, and to speak to the cultural and political dimensions of Black identity.
Black (with an upper-case B)	Capitalise Black	Capitalise Black to show that it's a cultural and political identity, unlike the colour black. Many people feel that <a href="#">capitalising Black shows respect for and recognition of Black communities</a> .
If talking about white people, say white people.	Caucasian	If you're talking about people racialised as white, say white. Some white people identify as Gypsy, Roma or Irish traveller. Be specific and do not conflate them with other people. They have distinct histories, cultures and experience specific forms of discrimination. It's generally clearer to say white, not Caucasian. If you're talking about people from the Caucasus, say that.
Be as specific as possible, quote people directly, or say Gypsy, Roma and Traveller.	Gypsy/Roma/Traveller	Gypsy, Roma and Traveller (GRT) is an acceptable term to use if you have to generalise.
Name whiteness	Do not say people when we mean white people or treat white people as default humans.	Make sure you are not avoiding using the word 'white' by assuming it is the default and doesn't need to be specified. Don't say "men have lower life expectancy than women in Lambeth" if, for example, men of East Asian heritage live longer than women of Black Caribbean heritage.
Mixed heritage, multiracial, or quote people directly	Half-caste	This is a racist term built on myths about racial purity.
Mixed heritage, multiracial, or quote people directly	Mixed race	Mixed race can reinforce myths about distinct races and racial purity.
Racially minoritised people, or quote people directly	Coloured	This word carries harmful historical and contextual meaning, from its use in violent settings including Apartheid South Africa. As Dr Katie Donington writes: "'Coloured' is a racial slur. It implies that one race is the norm and other races have been coloured in. The phrase 'coloured' brings to mind the social wrongs of segregation, subjugation and prejudice. We have seen them emblazoned on benches, water fountains and bus seats to mark out difference and to put people in their place."



# Disability

## What disability is

Disability is a mismatch between a person's traits and the environment they are in.

For example, a wheelchair user is disabled by a building without a lift, or a deaf person is disabled by video without captions or a transcript.

With the right design, people's traits (like being a wheelchair user, being Deaf or blind) are not problems. This way of understanding disability is called [the social model of disability](#).

The disability community is hugely varied. People can identify as disabled. They do not need to be diagnosed or get permission to be seen as disabled.

Anxiety, depression and forms of neurodivergence (like autism, ADHD, dyslexia and dyspraxia) can be considered disabilities.

People may identify as disabled on the basis of neurodivergence (like autism), specific learning difference (like dyslexia) or a mental health condition (like depression). Many people with these conditions do not identify as disabled. Both are valid personal choices.

## How to talk about disability

- For disabilities and identities which are not covered in this guide, consult people who are directly affected.
- In the unlikely event that we can't speak directly with affected people, we follow [NHS guidance](#).





Say	Don't say	Why
Disabled people, name specific conditions or issues, or quote people directly.	The disabled	Using "the" noun phrases can generalise and sometimes objectify people. We talk about people, communities and groups instead.
Ask people how they want to describe themselves. If possible, quote people directly. If speaking in general terms, say disability or disabled (with a lower-case d).	Do not write Disability or Disabled with a capital D if writing as ourselves, but it's fine to use if we are quoting someone.	When we are talking about specific communities, groups or individuals, always ask people how they want us to describe them. We quote people directly wherever possible.  In general, use identity-first language ("I am disabled").  Some people identify as Disabled (with a capital D). The capital D designates a political and cultural dimension to their identity, like identifying as Black or LGBTQIA+.
Has [name of condition], lives with [name of condition]	Suffers with, afflicted by	Don't use loaded language. This can feed myths about disabled people's lives being of lower quality or value. While disabled people's lives are often made extremely challenging by ableism - ableism is the problem, not disability.
Non-disabled	Able-bodied	The social model of disability tells us that it's social barriers which are the problem, not disabled bodies. Non-disabled is more accurate, since it describes how non-disabled people are not disabled by social structures.
People with [describe specific support needs], or lower or higher support needs	High functioning, low functioning	If someone describes themselves as high or low functioning we can quote them directly. But do not label them.  If you're labelled high functioning, you may not get the support you need.  If you're labelled low functioning, you may not get taken seriously or be given opportunities to challenge yourself and grow.
Quote people directly, or say non-apparent disability	Invisible disability	If people identify as having an invisible disability, it's fine to quote them. But don't apply this label to someone without their permission. Invisible disability can sometimes sound like somebody is hiding or concealing who they are. Most disability is non-apparent. For example, depression is the leading type of disability (according to the World Health Organisation).
d/Deaf	We don't assume everyone who is deaf identifies as Deaf	Deaf with a capital D usually describes somebody who: <ul style="list-style-type: none"> <li>Identifies as <a href="#">culturally Deaf</a> and part of the Deaf community.</li> <li>Uses sign language as their primary form of communication.</li> </ul> <p>People who identify as Deaf do not believe they have lost or are missing hearing, do not feel "hearing impaired" and don't see deafness as a medical condition or problem or a disability. Deaf cultures continue to experience audism (<a href="#">discrimination against d/Deaf people</a>).</p> <p>Somebody can acquire deafness, for example, as they get older. They cannot acquire Deafness (except through the individual choice to align themselves with a Deaf political and cultural identity).</p>



Say	Don't say	Why
d/Deaf (cont.)	We don't assume everyone who is deaf identifies as Deaf (cont.)	<p>Lower-case deaf tends to describe someone who:</p> <ul style="list-style-type: none"> <li>• does not identify as culturally Deaf or see themselves as part of the Deaf community.</li> <li>• typically did not grow up in the Deaf community.</li> <li>• may have gradually lost their hearing.</li> <li>• may consider hearing loss to be primarily a medical condition.</li> <li>• may know sign language but doesn't use it as their primary choice for communicating.</li> <li>• may be culturally connected to, and possibly feels more comfortable in, the hearing community.</li> </ul> <p>d/Deaf/Hard of Hearing (or HoH) is a common umbrella to describe a range of people, including people who identify as having hearing loss.</p>
Wheelchair user	Confined to a wheelchair	Do not present non-disabled people as the default. To talk about someone being "confined to a wheelchair" is also stigmatising and inaccurate, and does not reflect the experience of many wheelchair users.
She has [specific condition, for example, Down's Syndrome]. She has [specific support needs]	She is special needs	Avoid <a href="#">disability euphemisms</a> like special needs, differently-abled, handicapable. They can stoke stigma and misconceptions about disabled people's skills and value.
Disabled person	Ableist slur terms.	<p>Disability slur terms harm disabled individuals, and disabled people collectively.</p> <p>Some slur terms have been reclaimed. For example, <i>crip</i> derives from the slur word <i>cripple</i>. It is now used by some disabled people to celebrate disabled culture and identity. Not everyone in the community uses these words. We quote disabled people directly, but we do not use these words ourselves.</p> <p>For a detailed list of ableist words and phrases, explore <a href="#">Lydia X. Z. Brown's list of ableist words and phrases to avoid, and what to say instead</a>.</p>
Person with cerebral palsy	We don't quote ableist slur terms.	If we need to quote harmful terms (for example, <a href="#">the previous name of the charity Scope</a> ) we avoid writing it in the main document and flag that it's a harmful term.
Disabled person, or [describe specific support or access needs] or a person who has access needs, has special educational needs (SEN)	They are special needs	Everyone has needs. It's more appropriate to talk about access needs than "special" needs. Don't define anybody as "being" special needs, though we can talk about them having special educational needs (SEN). Talk about specific support as something you get and not something that you are.
Accessible toilet	Disabled toilet	Design can be accessible or inaccessible. It is people who are disabled by design, not the services they use.
Deaf, user of British Sign Language (BSL), Deafblind, hearing impaired person or person with a hearing impairment	We avoid creating implications that Deaf people can't communicate. Avoid the word dumb.	Dumb implies lack of intelligence. But BSL is a rich and complex language, in which Deaf speakers communicate eloquently. Deafblind people often communicate using tactile sign language.
Non-speaking, someone who does not speak	Non-verbal	<a href="#">Many non-speaking people use words</a> , so "non-verbal" is inaccurate. It's often correct to say that somebody "does not speak" rather than "cannot" speak.



Say	Don't say	Why
Blind people; blind and partially sighted people, blind and visually impaired people	The blind, the visually impaired	Try not to <a href="#">reduce anyone to a single attribute</a> , like saying the Deaf or the homeless. It's especially important not to do this when that identity is stigmatised or marginalised.
Has [epilepsy, diabetes, depression]	Epileptics, diabetics, depressives	Try not to <a href="#">reduce anyone to a single attribute</a> , especially if it's stigmatised or marginalised.
People with dwarfism. Sometimes: people of restricted growth or small stature.	Dwarves, midgets	The words <a href="#">dwarf and midget are widely regarded as harmful terms</a> .
Name people's specific achievements and celebrate them.	Don't call disabled people superheroes, inspirations, icons or heroes, just for being disabled. Don't call disabilities or neurodivergence "superpowers."	Disabled people are not <a href="#">inspiration porn</a> . We celebrate achievements, but without presenting disabled people as heroes just for existing in their bodies. As <a href="#">Ace Ratcliffe</a> writes, people overcome ableism (discrimination against disabled people and in favour of non-disabled people) to achieve incredible things. It is not their disability that they need to overcome. Calling disabilities or forms of neurodivergence "superpowers" can lead to unrealistic and unhelpful expectations about neurodivergent or disabled people.
Has or experienced a brain injury	Brain damaged	Brain injury survivors tend to identify as surviving or having a traumatic brain injury (TBI). They do not tend to identify as "brain damaged" which has a dismissive and pejorative tone.
Person living with trauma, living with [specific condition, for example complex post-traumatic stress disorder (CPTSD)] person with [specific condition] or who has [specific condition].	Traumatised people	If someone self-identifies as traumatised, you can quote them directly, but don't describe them this way, because it can be used to dismiss people's capacity and autonomy.  People living with trauma tend to identify as living with trauma, or they may identify with a more specific identity, for example, as a rape survivor.
People with substance use issues, people who engage in problem alcohol or drug use, people who experience alcohol or drug use issues, substance misuse, alcohol misuse.  Is in active use.  Is in recovery.	Addict, addicted	Avoid stigmatising and pejorative terms, which research shows prevent people from getting the support they need.
Obesity Malnourished	Don't suggest that weight is what defines health, such as saying healthy weight or unhealthy weight.  When referring to specific data, we use those specific terms.	Avoid using euphemisms like 'chubby' or 'big-boned', 'skinny' or 'malnourished'  'Food-related ill health' is the preferred way to speak about issues related to obesity and malnutrition.





## Poverty or economic injustice

The intersection of racism, ableism, sexism, classism and other forms of discrimination helps to create poverty or economic injustice.

People living in poverty tend to:

- experience multiple intersecting -isms, for example, racism, ableism and classism.
- struggle to survive on impossibly low wages or benefits that do not meet their needs.
- lack access to essential resources, like safe housing and nutritious food.

Also known as economic marginalisation, poverty is about access to resources, opportunities and social status more widely, not just money. But being economically exploited, and therefore not having enough money to meet your needs is one of the main features.

Poverty can be a stigmatised word. Counter this by setting it in the context of systemic factors to move emphasis away from individuals. Focus on how people are systemically excluded from essential resources (like safe housing, safe and fairly paid work, and healthy food).

While not having enough money to meet essential needs is a hugely significant feature of being economically marginalised, it's not the entire picture.

Marginalised people face even more challenges, including ableist, racist, sexist and ageist discrimination, risk of experiencing violence and environmental discrimination.

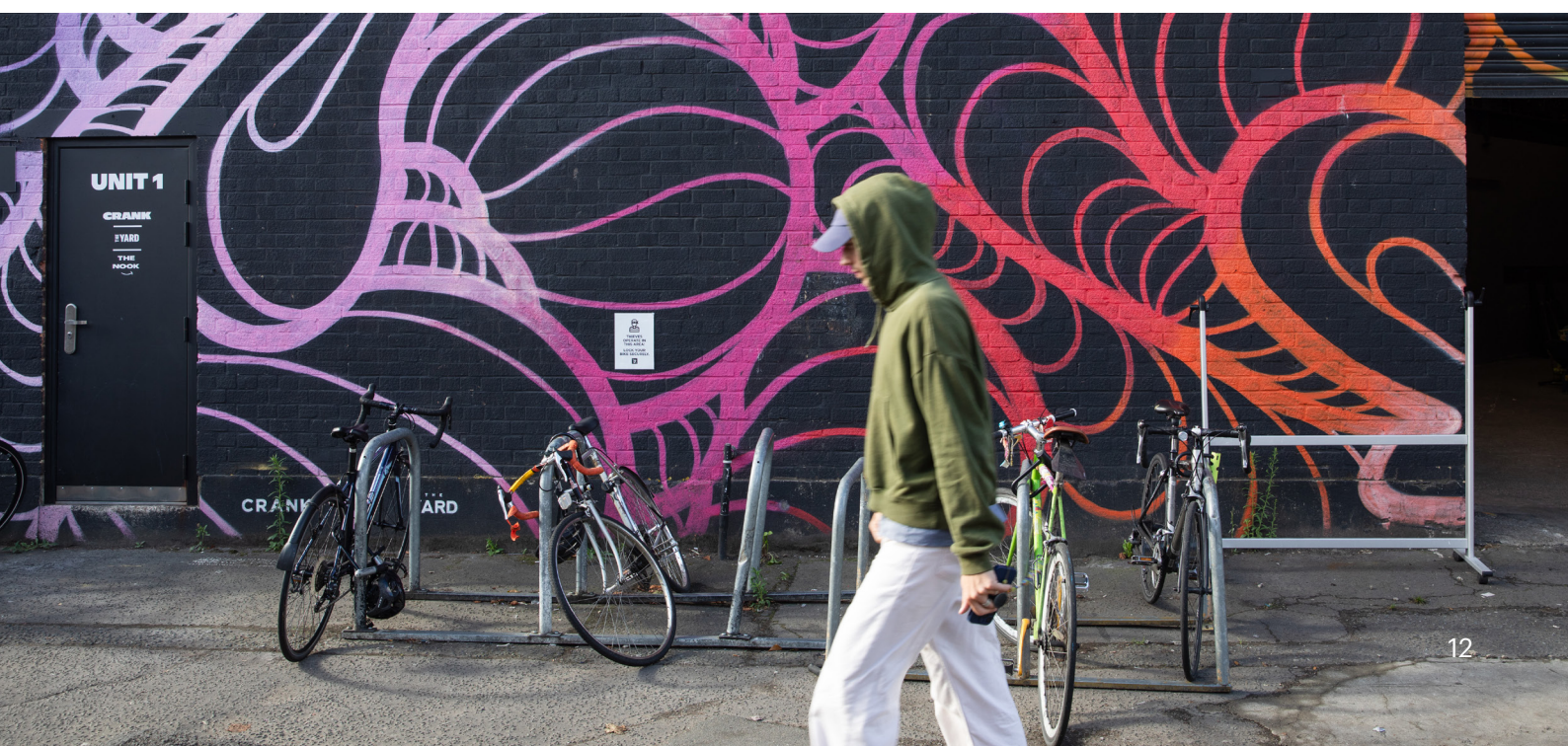
Underpaid is not always a synonym for economically exploited. Many people are exploited without being underpaid, for example because they are not paid at all. When talking about people who are not employed, many disabled people or older people receiving pensions, you should be as specific as possible.

Metaphors are sometimes used in the context of poverty. But metaphors are not universally understood, and can be interpreted differently. In line with plain English guidelines, use them sparingly and balance them with facts and context.

**We do sometimes use tested metaphors to help explain systemic factors. For example, saying “the economy can keep people locked in poverty” can be useful to emphasise systemic factors. Metaphors which frame the individual, for example by saying someone ‘has money problems’ can be unhelpful.**



Say	Don't say	Why
Structurally disadvantaged communities	Disadvantaged communities (without placing blame on systems of oppression)	Place blame where it belongs. We name the systems, policies and structures which make it so hard for deliberately disadvantaged communities to have health or wealth equity.
Marginalised communities.	Deprived communities	If you just say "disadvantaged" we are hiding the structural causes. This can imply that people are to blame for being marginalised.
Deliberately disadvantaged groups		Don't define communities as deprived, since this can increase shame and stigma, implying that communities are at fault for being marginalised.
People who experience [name the discrimination, for example, racist housing policy].		You can talk about deprivation if it's the clearest and most widely understood term for a specific phenomenon. For example, if we are quoting a deprivation index.
People in poverty	Individualised language like:	Framing systemic issues (like the economic exploitation of racially minoritised people) as an individual problem is inaccurate and shaming.
Sometimes: underpaid, low pay.	money problems, breaking free from the cycle of poor health and financial insecurity, financial difficulties.	For example, "money problems" is sometimes used as a euphemism for other challenges which are commonly blamed on individuals, like drug and alcohol use.
		Instead of putting the emphasis on individualistic solutions (like "breaking free from the cycle of poor health and financial insecurity") focus on the big picture; highlighting the barriers that mean someone is forced to choose between nutritious food and heating their home. Do this by sharing specific examples (like prepayment meters) or describing systemic issues (like the "poverty penalty", whereby the lowest income households pay the most for their energy).
		Describe specific alternatives, to show this is neither natural nor inevitable.
Under-served communities	Underserved communities	The hyphen in under-served makes it clear that we are not saying "undeserved" or "undeserving." Use this term cautiously, because under-served is vague.
		It erases the role of racism, ableism, classism (and other -isms) in marginalising certain communities.
		It's fairly accurate if we are talking about deliberately disadvantaged communities in general, as it does highlight how they are systemically failed. But we choose to name specific power dynamics, policies and structures wherever possible.





Say	Don't say	Why
<p>Economic injustice, economic exploitation, economic inequity.</p> <p>Sometimes: underpaid, low pay.</p>	<p>Wealth inequality, income equality</p>	<p>People living on the lowest incomes are economically exploited. Talking about “income inequality” can make income disparities seem natural and not particularly harmful.</p> <p>If we are genuinely talking about the statistical measurement of income inequality, we can say this.</p> <p>But do not use income inequality as a euphemism for the harmful, avoidable and policy-produced creation of deprivation in deliberately disadvantaged communities.</p>
<p>Be specific. For example, households spending 10 to 20% of their income on heating.</p>	<p>Use the most specific and concrete language possible.</p> <p>You can still say “low-income households” if we’re genuinely talking about the whole umbrella term, and we don’t have a more specific way to describe them.</p>	<p>Talking about low-income households may underplay the challenges people face. “Low income” can sound as though their needs are being met, but they don’t have luxuries.</p> <p>Economically exploited people are often unable to meet essential needs. “Low income” doesn’t highlight the scale of challenges people are facing. For example, it may be more accurate to talk about “families that have to choose between heating their homes and eating.”</p>





Say	Don't say	Why
<p>Be specific about the challenges that economically exploited people face, and the reasons why.</p> <p>If you have specific examples, ensure they uphold the dignity of the people involved. People who share their stories must be supported to do so in a trauma-informed way. They must be free to change their mind at any time. If we have gathered informed consent and anonymised people's stories, you still need to be mindful of the wider impact of the stories we tell.</p>	<p>Sensationalism, stereotypes and stigma</p> <p>You must always avoid shaming people for being economically exploited, rather than shaming the people, institutions and policies that have put them there.</p>	<p>Use specific examples to highlight the huge harm of economic exploitation, and its far-reaching impact on people's health and wellbeing. But we must be extremely careful when talking about the difficult situations that people are forced into, by economic exploitation.</p> <p>Do not focus on examples which could increase stigma against, or shame experienced by, people in this situation. In particular, we avoid defining already marginalised people in terms that:</p> <ul style="list-style-type: none"> <li>• present systemic failures as individual flaws ("truant children" instead of focusing on young people who are too hungry to focus, or unsafe at school).</li> <li>• perpetuate harmful myths about economically exploited people.</li> <li>• play into stereotypes (for example, mentioning drugs or alcohol when they are not relevant).</li> <li>• activate cultural myths about "irresponsible" or "undeserving" people (for example, by describing children going to school hungry or having improper clothing). This kind of storytelling can put low-income families at risk of further discrimination and harm.</li> </ul> <p>If you have to choose between non-specific generalisations (like low-income households) and specifics which play into harmful stereotypes, then choose to generalise.</p>
<p>Talk about the most specific and relevant characteristics related to our topic. For example, income level, occupation or education may be the most relevant features when talking about life expectancy.</p>	<p>High or low socioeconomic status</p>	<p>Talk about high or low incomes and other factual attributes. But we avoid implying that people themselves are high or low in status, as a result of factors like their wealth or education.</p>
<p>People surviving on low incomes, people in poverty</p>	<p>The poor, poor communities</p>	<p>Describing a community as "poor" can imply this is a fixed trait of that community, and even that it's natural, normal or desirable. It's a product of the systems around them, but it's not a part of who they are.</p>
<p>Income is just one aspect of wealth, poverty and wellbeing.</p> <p>If you're talking about income, be specific. For example:</p> <ul style="list-style-type: none"> <li>• households with an income of 60% of median income levels or lower.</li> <li>• households on incomes of [amount] or lower.</li> </ul>	<p>Poor people, the poor, poverty-stricken.</p>	<p>Don't describe people as poor as this can be stigmatising. Talk about them being in poverty and the systemic factors that influence this. You can talk more specifically about income levels or other more objective attributes.</p> <p>Ask: is income the most specific way of describing this group? If we can be even more specific, try to focus on the most relevant experience or attribute. For example: "social housing tenants who spend the highest percentage of their income on heating."</p>



Say	Don't say	Why
People who are eligible for [specific form of support]	Benefits claimants, people on welfare	<p>People who are eligible for universal credit and other benefits continue to experience stigma and discrimination. Avoid defining people in relation to benefits partly because of harmful myths about them.</p> <p>In the rare cases when it's the most specific and accurate way to describe people, then mention their eligibility. For example, data on young people often refers to eligibility for free school meals.</p>
People who [visit a homelessness support centre, for example], unhoused people, homeless people, people experiencing homelessness, people who are unhoused.	The homeless	Avoid reducing people to a single attribute, and especially ones that are stigmatised and poorly understood. Use homeless as an adjective ("homeless people") but not as a noun ("the homeless"). Sometimes it's more accurate to describe people as unhoused (since they may have a home, even if they are living on the streets). It also helps to focus attention on homelessness as a crisis in housing, rather than an attribute of an individual person. When quoting people, it's usual for most homeless people to describe themselves as homeless.
Working with, working alongside, collaborating with, working in solidarity with, standing in solidarity with	Helping, giving, saving	Talk about positive action, not heroic acts. Do not portray yourselves as the lone hero. You should always highlight how we work with or alongside others, by focussing on the people who are directly affected by these issues, and always showcase them developing their own solutions where relevant.
People who experience [name the issue].	Underrepresented groups, disadvantaged communities, underprivileged people, underrepresented minorities.	Underrepresented is often a codeword for deliberately disadvantaged or underestimated. It can present injustice as natural or normal.
<p>Marginalised or deliberately disadvantaged groups.</p> <p>Name people's specific needs, identities or environments.</p> <p>For example, care home residents.</p>	Vulnerable people, vulnerable groups	<p>Vulnerable is non-specific and can have a patronising and paternalistic tone.</p> <p>It's frequently used as a euphemism to displace responsibility for properly safeguarding or supporting marginalised people. It's incorrect to say that young people, for example, are vulnerable to sexual exploitation. Adults who choose to exploit them are enabled by systemic failures. The issue is not located in the child, or the survivor of abuse more generally.</p> <p>Ask: what are the relevant and specific attributes people share? It's okay to group a few different communities together. For example, sex workers, unhoused people, people living with HIV.</p> <p>If you can't name specific attributes, and are talking in the most general terms, you can talk about systematically, structurally or deliberately disadvantaged communities.</p>





# EAST STREET MARKET

## Colonialism, empire and enslavement

We must use clear and accurate language to talk about the links between racism, health inequalities and the trade in enslaved people. This recent and violent history continues to affect our communities today.





Say	Don't say	Why
The trade in enslaved people, enslaved people	The slave trade, slaves	The noun “slave” legitimises, normalises and reduces a person to their enslaved status. It also distracts us from considering who did the enslaving.
Enslavers, traders in enslaved people.  Slave owner is not accurate, but we can say it (if writing for a broad public audience) since it is clear and widely understood.	Slave masters.  Colonial landowners, property owners (if used as euphemisms for enslavers).	Do not use: <ul style="list-style-type: none"> <li>language that justifies or normalises the idea that a person can “own” another.</li> <li>euphemisms for enslavement.</li> </ul>
Empire, colonialism	English overseas expansion (used in <a href="#">Exploring Narratives</a> ), trade abroad (when used as a euphemism for the trade in enslaved people)	
Colonised or exploited countries.	Overseas territory	





# Appendix





## Gender and sex

Term	What it means
Sex	<p>Sex relates to the internal and external features of somebody's body.</p> <p>Sex is not only male or female.</p> <p>People can be born with a combination of different reproductive organs, chromosomes and so on. Identiversity has a <a href="#">helpful guide to key terms including intersex, hermaphrodite and DSD</a>.</p> <p>If we're writing about breast, cervical or testicular cancer, for example, we describe the specific body part or condition we're talking about, rather than saying this is a male or female issue.</p>
Sex registered at birth	<p>We say "the sex someone was registered with at birth" (not "assigned at birth") because <a href="#">user research</a> shows that most people understand this better as it refers to an actual event.</p>
DSD or intersex	<p>We use DSD (<a href="#">differences of sex development</a>, formerly called disorders of sex development) to describe people who have chromosomes, reproductive organs and hormones which vary from the binary male-female understanding.</p> <p>For example, someone can have XY chromosomes (as men typically do) and reproductive organs like a vagina, uterus and fallopian tubes.</p> <p>We would describe this person as having DSD, as it's more factual and descriptive, and less stigmatising, than intersex.</p> <p>If people describe themselves as intersex, we will quote them, though we don't generally use it ourselves.</p>
Gender	<p>Gender is something you identify with. It is not a physical or medical fact.</p> <p>Gender is the socially constructed idea of what makes somebody a man, woman or another gender.</p> <p>It's dynamic and contextual. For example, <a href="#">makeup</a> and <a href="#">the colour pink</a> have been closely associated with men in many cultures and time periods.</p>
Transgender or trans	<p>Someone whose gender (the gender they know and feel themselves to be, or their gender identity) is different from their sex. For example, they were registered male at birth but identify as a woman.</p> <p>Trans means "on the other side of" or "across." Someone who is trans can be seen as moving "across" from the sex they were registered with at birth, to the gender they know and feel themselves to be.</p> <p>Trans does not relate to transition (changing your outward appearance). You do not need to transition in order to be trans, and many trans people never transition.</p> <p>You are trans if the gender you know and feel yourself to be is different from the sex you were registered at birth, not your appearance. You don't need to medically transition or change your appearance to be trans.</p> <p>Trans isn't a gender. For example, you can be a trans man and "man" is your gender, or a trans person and non-binary and "non-binary" is your gender.</p>
Cisgender or cis	<p>Someone whose gender (the gender they know and feel themselves to be, or their gender identity) is the same as their sex. For example, they were registered female at birth and identify as a woman.</p> <p>Cis means "on this side of."</p>



## Gender and sex

Term	What it means
Gender identity	<p>Gender identity means the gender that someone knows and feels themselves to be or have.</p> <p>It is our internal sense of who we are and how we see and describe ourselves.</p> <p>People can know and feel themselves to be a man, woman or many other genders. To take just a few examples, you could identify as:</p> <p>genderfluid (a non-fixed gender identity that shifts over time or depending on the situation).</p> <p>non-binary (you don't identify with man or woman, you might have one gender identity, more than one, or a fluctuating gender identity).</p> <p>agender (you know and feel yourself to have no gender).</p>
Gender presentation	<p>Gender presentation describes how you express your gender identity.</p> <p>It might include your behaviour, mannerisms, interests and appearance. For example, long hair is seen as feminine gender presentation in many cultures.</p>
Sexual orientation	<p>Sexual orientation describes who we are sexually or romantically attracted to.</p> <p>Some orientations include being heterosexual, bisexual or asexual (experiencing little to no sexual or romantic attraction to other people).</p>

**Let's take a look at some hypothetical examples of how somebody might see themselves and describe themselves.**

**We've only listed a few examples of genders, pronouns and sexual orientations, although there are many.**

How someone might describe themselves	Gender identity	Pronouns	Sex	Gender presentation	Sexual orientation
I'm a cis woman and I'm a lesbian	Woman	She/her	Registered female at birth	I have a conventionally feminine appearance (for example, I have long hair and wear makeup)	Lesbian
I'm non-binary and I'm asexual	Non-binary	They/them	Registered male at birth	I wear gender-neutral clothes and don't tend to be seen as masculine or feminine	Asexual
I'm a cis man and I'm straight	Man	He/him	Registered male at birth	I have a conventionally masculine appearance (short hair, facial hair and so on)	Heterosexual
I'm a trans man, and I'm attracted to people of all genders	Man	He/him	Registered female at birth	I have a conventionally feminine appearance (for example, I wear skirts and dresses).	Pansexual



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# Impact on Urban Health

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