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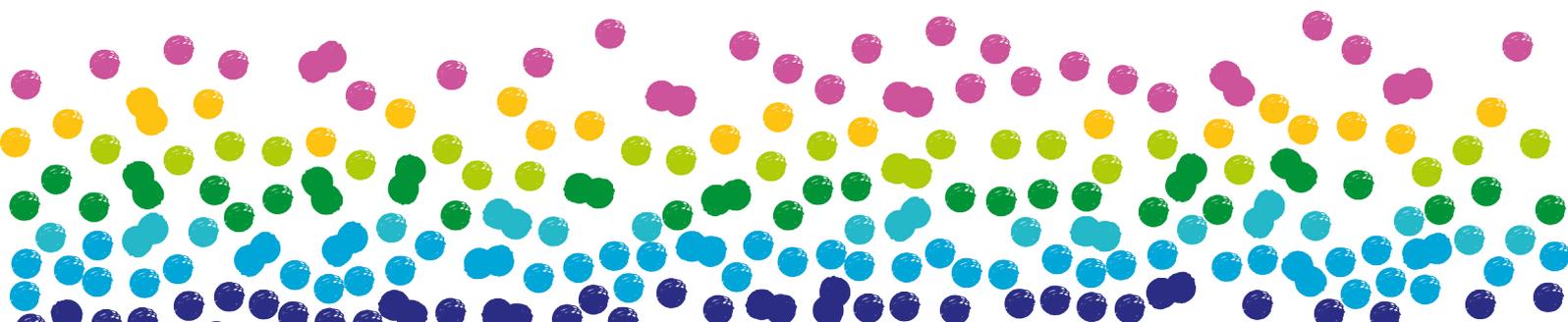
The Sex Educational Supplement

The LGBT issue

**This magazine
is so gay!**



**Yes, yes it is.
I think you'll
also find it's
rather lesbian,
bisexual and
trans as well.**



Letter from the editor

The LGBT issue

Dear Reader,

The choice of lesbian, gay, bisexual and trans (LGBT) inclusion in sex and relationships education (SRE) for the third edition of The Sex Educational Supplement is a response to young people telling us that same-sex relationships and transgender people are often completely invisible in SRE, and to teachers asking for support with LGBT inclusive curriculum content for SRE. This magazine aims to support education professionals to make informed decisions about their own planning and teaching.

Recent years have seen landmark changes to legislation for LGBT equality including the Civil Partnership Act 2004, the Equality Act 2010 and the Marriage (Same Sex Couples) Act 2013. Commenting on the first same-sex marriages that took place in March this year, human rights campaigner Peter Tatchell sums it up perfectly: "It is wonderful to see love triumph over prejudice and discrimination."

Love and respect are core values that run through good quality SRE, and consequently SRE has a special role to play when it comes to challenging homophobia, biphobia and transphobia. The Equality Act makes it clear that schools have a duty to promote equality both in everyday school life and in the way the curriculum is delivered too. The government SRE guidance (DfEE 2000) states specifically that 'young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs'. Yet Ofsted noted in their 2013 report 'Not yet good enough' that casual use of homophobic language in schools often goes unchallenged. A whole-school approach with good leadership is clearly needed, but schools have a very particular task when it comes to LGBT inclusion in SRE. Getting this right requires taking a full and honest look at the SRE programme.

Lucy Emerson is Coordinator of the Sex Education Forum. Lucy is leading the 'SRE - It's my right' campaign calling for statutory SRE. You can follow the campaign on Twitter using this hashtag: #SREitsmyright.



With primary-age children, does learning about families celebrate diverse and different families? Is derogatory use of the word 'gay' explained and challenged? With secondary-age pupils, is any time spent getting to grips with how prejudice operates and how we all play a part in sustaining it or stopping it? Is sexual health information inclusive of LGBT health needs? See lesson ideas on pages 14 - 23 to help you develop an inclusive programme.

METRO's Youth Chances project has surveyed over 7000 young people and reveals that only 25% of LGBTQ respondents learnt anything about safe sex between men at school. This is in a society in which at least 3% of people define themselves as lesbian, gay or bisexual and 8 % of men and 11.5% of women have had some same-sex sexual experience (Mercer 2013). Take the quiz on page 4 to get further insights from the research.

LGBT inclusive SRE is not just for the benefit of LGBT young people. For a start, making assumptions about the sexual orientation or gender of a young person is not helpful; some people will have same-sex experiences or will have questioned their gender or sexual identity but not identify as LGBT, so good SRE should focus on relationships and behaviour in an inclusive way. Russell's story (see page 8) shows that good quality, inclusive SRE enabled him to

choose to tell his peers about his sexual orientation, and without fear of prejudice.

A supportive and accepting environment is needed for both young people and teachers who are openly LGB and/or T – and this is why inclusive SRE needs to be linked to a whole-school approach.

Young people called for LGBT inclusive SRE *en masse* in our recent survey (Sex Education Forum, 2013), and I think this reflects a new solidarity amongst the next generation; they expect equalities legislation to be put into practice in school life and in the curriculum they are taught. The youngest age-band (aged 16-24) surveyed in the latest National Survey of Sexual Attitudes and Lifestyles were twice as likely as the older age-band (aged 65-74) to be accepting of male and female same-sex partnerships, with around half of the younger group believing that same-sex partnerships are 'not at all wrong' (Mercer, 2013). Legislation and attitudes have changed.

This magazine aims to show how straightforward it can be to make SRE inclusive. I hope you will be inspired to be creative and confident in developing your SRE to celebrate diversity and let love and respect shine through.

Lucy Emmerson
Coordinator, Sex Education Forum
July 2014

*DfEE (2000) *Sex and Relationship Education guidance*, Crown copyright.

Additional references can be found on page 5.

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Take the quiz

Do you know your stats?

This quiz is designed for education professionals. Questions 1 to 5 aim to help you think about LGBT issues from a range of angles and could also be used with older pupils. Questions 6-10 are designed to help you understand the health and well-being issues affecting LGBT young people. These issues are explored in more depth in the interview on pages 6 - 7.

Questions

1. Which British ruler was openly gay?

a) Hadrian b) King Henry VIII c) Edward II

2. In what year was the ban on gay people serving in the British Armed Forces removed?

a) 1972 b) 1995 c) 2000

3. Which of these famous TV presenters are LGBT?

a) Nick Grimshaw b) Clare Balding c) Gok Wan

4. Which country was governed by the world's first openly lesbian Prime Minister?

a) Switzerland b) Mexico c) Iceland

5. When was the first same-sex marriage in England?

a) 1 March 2013 b) 2 January 2014 c) 29 March 2014

6. In the last decade, diagnoses of HIV among young men who have sex with men have

a) stayed about the same
b) doubled
c) halved

7. Who are young people most likely to tell first if they come out

as LGBTQ* or trans?

a) their parents b) a friend c) a teacher

8. What percentage of young people learned nothing about transgender issues at school?

a) 34% b) 70% c) 94%

9. What percentage of LGBT young people know they are LGBT by the age of 13?

a) less than 10% b) 25% c) over 50%

10. What proportion of LGBTQ pupils report being physically attacked at school?

a) 1 in 3 b) 1 in 5 c) 1 in 10

*Q=Questioning, i.e. someone who is questioning their sexual or gender identity. Some people use the letter Q to represent Queer, which has become a reclaimed word in some LGBT communities for those who prefer to self-identify that way. Etiquette dictates that one does not call someone else queer unless they have used the term to describe themselves. There is, however, a branch of research known in academia as Queer Theory which is largely LGBT studies. More notes on language and definitions can be found in the Lesson ideas section on page 19.

Answers

Question 1: a) Hadrian. The Roman Emperor Hadrian who ruled Britain from 117 to 138 and is best known for building Hadrian's Wall. King Edward II was King of England in the 14th Century and was rumoured to be bisexual.

Question 2: c) 2000. In the same year, the Sexual Offences (Amendment) Act 2000 equalised the age of consent.

Question 3: a), b) and c).

Question 4: c) Iceland. Jóhanna Sigurðardóttir was

Prime Minister of Iceland from 2009-2013. She was listed among the 100 most powerful women in the world and is the first openly lesbian head of government.

Question 5: c) 29 March 2014.

Question 6: b) doubled. In the UK in 2012 there were 46 diagnoses of HIV in young men aged less than 20 (who have sex with men) – including 6 individuals who were under 15 at diagnoses. There were 336 diagnoses in the age bracket 20-24. This is double the figure recorded for 2002. The statistic is about diagnoses – not incidence of transmission – and sometimes diagnoses happens years after transmission. The figures reflect ongoing high levels of HIV transmission and an increase in HIV testing. HPA, 2013.

Question 7: b) a friend. When coming out as LGBQ or trans, 81% of LGBQ young people and 62% of trans respondents told a friend first (METRO Youth Chances). Young people said that emotional support was the most important thing to support them in coming out, followed by opportunities to meet other LGBTQ people.

Question 8: c) 94%. When surveyed for the METRO Youth Chances study, 94% of young people said they had learnt nothing about transgender issues at school. 89% had learnt nothing about bisexuality.

Question 9: c) over 50%. In the METRO Youth Chances survey over half of LGBQ respondents (53%) said they knew they were LGBQ by the age of 13. Over half of trans respondents (58%) knew they were trans by the same age.

Question 10: b) 1 in 5. Youth Chances survey found that about one in five LGBTQ young people experience physical attack at school on account of their sexual or gender identity. The majority do not report this, and only a small proportion of those who do experience resolution. For some, reporting the abuse means that it gets worse.

References

First gay PM for Iceland cabinet Source: BBC News Website. (accessed 25 June 2014)

Same-sex marriage now legal as first couples wed Source: BBC News Website. (accessed 25 June 2014)

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Further reading

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Guasp, A and Taylor, J (2011) *Gay and Bisexual Men's Health survey, Stonewall and Sigma research.* (accessed 15 June 2014)

Hunt, R and Fish, J (2008) 'Prescription for Change': *Lesbian and bisexual women's health check 2008, Stonewall and De Montfort University.* (accessed 15 June 2014)

Date set for option to convert civil unions to gay marriages Source: BBC News Website (accessed 7 July 2014)



Expert interview

Meet Jackie Foley

Each issue, we feature an interview with a colleague in the field.

What is your job? I'm the Clinical Projects Manager at METRO Charity. I manage and set up sexual health and contraception clinics and I'm also a health advisor.

Why did you become interested in LGBT health? I am committed to improving the health of all young people. I used to teach SRE and I liked it. I also worked in a pupil exclusion unit and met young people who were self-harming. I got to see that self-harming was common with LGBT young people and the impact of discrimination on young people's health.

Do LGBT people have different sexual health needs to straight or cis people?

Yes and no! Because LGBT communities are subject to discrimination their needs are often ignored, including the specific needs of particular groups. For example; gay and bi men and other men who have sex with men (MSM) are one of the communities most affected by HIV, and lesbians, bisexual women and trans men get misinformation about routine screenings such as cervical smears. It is really important to focus on behaviour and not just on identity in the delivery of sexual health services. Young people may be questioning their sexual orientation or gender identity and don't know what information is going to be relevant to them in future.

The research shows that the mental health of LGBT people is worse than for the rest of the population. Can you explain why? It comes down to discrimination. If you live in a society where you are not accepted - with prevalent heteronormativity and binary gender roles, you feel different and have a sense of not belonging.

In order to try and fit in you may suppress your natural feelings. That suppression can have an



Jackie Foley, UK sexual health professional of the year finalist, 2013

absolutely adverse effect on your mental health. Being a teenager is hard enough without having to suppress your very normal sexual and romantic feelings. Homophobia, biphobia and transphobia are prevalent in schools and affect all young people. Senior leaders need to realise that a possible 10%* of their cohort will be LGB and that many will be questioning their gender identity or feel uncomfortable with gender roles. I was recently supporting a psychologist working with an 11-year-old transgender child in need of support around dealing with aggression. By talking things through I was able to identify that the child was not being encouraged to develop his interest in contact sports because he was being treated 'as a girl' at school. You can't change society or schools overnight. But school can be a place where a young person can express themselves, for example through art, music or sport, and this is really good for self-esteem while they are coming to a more mature understanding of their sexual and gender identity. It can also prevent school exclusion.

Young people tell us that LGBT people are often invisible in school SRE. What are the consequences of this? Ignorance, discrimination and fear are the consequences, putting young people's mental and physical health and wellbeing at risk. There is

a general apathy towards educating people about sexual health in our society. I see lots of young people whose SRE amounted to 30 minutes in Year 8 about having babies. Young women in our clinics who have had sex before the age of 16 very often tell us that they didn't know what was physically going to happen the first time they had sex. But the research says good quality SRE results in young people first having sex at an older age. Fundamentally it is a matter of young people's right to information and education to support their health and wellbeing.

Young people tell us they need learn about LGBT sex not just straight sex. What would be your top tip for a teacher who wants to make sex education more inclusive?

Start with relationships education. Change the way you speak. Have examples with same-sex couples. Then if you are talking about the types of sex people have try asking young people what kinds of sex they think different people have. Basically LGBT and straight people do a lot of the same sort of thing: cuddling, kissing, stroking, oral sex. Young people often think gay men just have anal sex and don't talk or kiss or cuddle. But the fact is not all gay men have anal sex.** Talk about the similarities and this will challenge prejudice. It's about a basic human need for physical contact, intimacy and affection.

What have you learnt from your clients?

The saddest thing I see is young people using sex as a harmful behaviour. This basically means taking more risks with sex than the average person and allowing yourself to be physically or emotionally hurt by sex because of lack of self-worth. I see young men cottaging*** and self-harming; young women using sex to get affection. They have low self-esteem and as a result are not concerned about HIV status and don't have the self-confidence to demand a condom. I see LGB people who have tried to fit in with heterosexist norms having sex with people they are not attracted to in order to prove a point, and LGBT people engaging in risky sexual behaviour or being exploited. The damage of engaging in sex in this way can be long-term and devastating and is a symptom of internalised discrimination. If young people have acceptance and stability in their lives and are supported to have a secure sense

of self-worth, then they are less likely to harm themselves with sex. Also, if young people find an outlet for self-expression and something they are good at then it allows their LGBT identity to be one aspect of their personality rather than defining them. School has a role in supporting young people, both straight and LGBT, through their teenage years. Children learn about physical health and basic self-care in school: brushing teeth, healthy diets and exercise. We need to say to young people: look after your sexual health too.

What do you enjoy most about your job?

I love working with young people. They can be really funny and very interested in sexual health. I see a lot of young people who are not doing great and some that are doing great. But young people's resilience gives me hope. My advice to teachers is don't be frightened to talk to young people about sex and relationships. Be creative and try to create opportunities to build self-esteem and confidence. A whole school approach is best and it is important to have the senior leadership team and the governors behind it. Tell them why it is important that we teach about this and make the link with attendance and achievement at school. Then get a policy in place that says we want to educate ALL our children - not just 90% of them.

**Data about the percentage of people who are LGBT varies because self-reporting is affected by stigma and the circumstances in which surveys are carried out, as discussed in this article in [The Independent](#).

***In one large US survey less than 40% of men engaged in anal intercourse during their most recent sexual event with another man. Rosenberger et al (2011) *Sexual behaviors and situational characteristics of most recent male-partnered sexual event among gay and bisexually identified men in the United States*. Journal of Sexual Medicine, 8: 3040-3050. (Abstract accessed 15 June 2014)

***Cottaging is a slang term meaning anonymous sex between men in a public lavatory or similar place.



Voices of young people

Views about inclusive SRE

Here, a blend of stories, quotes and survey data give voice to young people's views about LGBT issues and the need for inclusive SRE.

Russell's story

Russell is a Year 11 student at a Yorkshire secondary school.

"Good PSHE helped me."

I've known I was gay since I was little. I did question if I was 'normal' or if it was 'just a phase'. It wasn't a phase! During the transition to secondary school, I was so nervous. I felt like I had to mask who I was, because of new people and new teachers. I remember asking my PSHE teacher (who is gay) about her family, again just trying to figure out 'normal'.

PSHE has given me the confidence to be myself. It's important because it educates people. There has always been an easy atmosphere in lessons to ask questions and explore ideas. The LGBT unit was interesting – especially the empathy exercises, as they were good for me and good for the others in the lessons. It made it easier to come out. I came out midway through that unit. It meant that most of my friends had a better understanding anyway. Some were surprised, but most were just fine and happy that I trusted them. It definitely helped having an out gay teacher. It gives you a role model.

With regards to homophobia, well, I'm just grateful to be at this school. I rarely hear homophobic comments. There will always be a few rogue elements, people who are ignorant. But teachers deal with it well if there is anything. The school having loads of Stonewall posters up, and doing the 'Some People Are Gay - Get Over It' t-shirts in LGBT History month is good. We could do with more PSHE lessons generally though – one a week is not enough!

What I'd say to headteachers or staff worried about teaching about this is don't be worried. The longterm effects of hatred, bullying and even persecution are much worse. You have to think of LGBT students and make sure you include everyone, not just straight people. Don't just cater for the majority.



Photo: Ludovic Bertron

Russell: "For me, the rainbow flag represents equality."

Youth Chances data: the view from METRO charity



From METRO's Youth Chances survey of 16 to 25 year olds across England* we know that inclusive SRE is severely lacking and much needed. Our survey included respondents who identified as lesbian, gay, bisexual, transgender or questioning (LGBTQ), as well as those who identified as heterosexual and cisgender**. Across the whole sample of 7,126 respondents, we found that only 26% had learnt anything about sex for a male couple and only 15% had learnt anything about sex for a female couple. More broadly, only 12% had learnt anything about bisexuality and 7% had learnt anything about gender identity.

Dan Baker, Youth Chances Project Manager said: "All young people need to understand and respect sexual and gender diversity but a lot more needs to be done to equip young people with the knowledge and skills to support their development into adolescence and beyond."

Asked about what schools could do to better support pupils in respect of sexuality or gender identity, three clear themes emerged:

- acknowledging sexual and gender diversity
- taking homophobic, biphobic and transphobic bullying seriously
- providing access to support, such as an internal group, trained staff or links with an outside agency

Examples of current good practice that respondents reported included posters, leaflets, assemblies, and classes about LGB&T issues, bullying policies or charters explicitly inclusive of LGB&T issues and friendly, unprejudiced teachers and other staff open to providing information and support. We know that some schools have begun to take some of these steps, but there is a lot more to be done until these core standards of inclusion and affirmation are universal for all.

*METRO Youth Chances, 2014. *Youth Chances Summary of First Findings: the experiences of LGBTQ young people in England*. London: METRO. (accessed 15 June 2014)

**Cis or cisgender means someone whose gender matches the gender they were assigned at birth. It is the opposite of trans or transgender. For more definitions of key terms see page 19 in lesson ideas.

What topic when? New survey data

A survey of 260 young people has been carried out by David Evans as part of his PhD study on Sex Education and Sexual Orientation at the University of Sussex. Participants were given a list of sex education topics and asked when they thought they should be introduced in school. The topics included contraception/birth, masturbation, STIs, responsible choices and non-heterosexual identities. From this list young people placed non-heterosexual identities as the topic that should start earliest – over a third thought teaching should start in primary (Key Stage 1 or 2). Young people taking the survey that identified as LGBT were even more likely to recommend starting the topic in primary school – with 69% picking either Key Stage 1 or 2.

The survey also asked young people if they thought it was important to teach about safe sex for same-sex and opposite sex situations. All young people rated learning about safe sex very highly, and of those identifying as straight 92% either agreed or strongly agreed that learning about LGBT safe sex is important and 93% either agreed or strongly agreed that learning about male/female safe sex is important.

Evans, D. (2014) *Sex Education and Sexual Orientation; the views of young people*. Ph.D. (in progress) University of Sussex.

Thoughts from young people via the Sex Education Forum survey

In our recent survey of 890 young people about consent we asked how SRE could be improved. The survey was carried out in October 2013 and reported in *The Consent Issue* in January 2014, which is the previous issue of *The Sex Educational Supplement*. The responses show LGBT issues remain invisible in the SRE that many young people are receiving. In the words of young people:

“Gay, lesbian, bisexual and transgender people and their relationships. I’ve done nothing on that so far and my brother is gay and I think we need to know about it.”

- young man aged 11

“Discussion on sexual diversity was so poor I did not even know such things as bisexuality existed, making my adolescence far more confusing, and exposing me to lots of torment.” -

young person aged 20-25 who does not identify as male or female

“More education about sexual orientation and how to deal with your sexuality. Also more information about safe sex for gay couples.”

- young woman aged 16

“Include more education about trans issues to raise awareness and understanding.”

- young person aged 20-25 who does not identify as male or female

What if... ?

Transphobia from pupils

What if pupils are reported to have been teasing a trans person in the local community?

In the summer of 2013, a secondary school in Sheffield received a letter from a local resident who had received some negative comments from some children whilst out walking in the local community. The school responded by supporting the local woman to come in and speak to pupils as part of an SRE lesson, and she tells her story below. Practical advice on working with visitors and for addressing transphobia follows.

A personal account:

The response I got from the school was very positive and I was invited in to speak with the Head of PSHE, Boo Spurgeon. During this meeting we discussed the possibility of me talking to some of the Year 10 students and telling my "Life Story". It is probably very rare having someone talk to them who has actually gone through or is going through the gender reassignment process.

In the early part of 2014 it was my time to visit the school as the class that I was going to be talking to had got to the module that my speech was applicable to. My speech was going to be in a few weeks' time so initially I would just be there in an observational capacity. I arrived at the school and was to be escorted up to the classroom a few minutes before the previous lesson ended. By this time I was shaking uncontrollably, but the students in the class were totally accepting of me being there, and I even helped them with some of their activities.

When the week came that I was to give my speech the nerves for me were pretty scary but it was for a worthwhile cause

so I fought them back and pressed on with what needed to be done. I think that all students were gripped by the story and shocked at some events I had dealt with over the years. The round of applause that I received when I was finished was very touching but nowhere near as touching as one of the students coming up to me at the end of the class to say "I totally respect what you are doing and the reasons you are doing it."

I spoke to two classes, and Boo explained to both classes that I live in the local community they are likely to see me again, also that it falls on them now to educate people should they see me on the receiving end of transphobia from students at their school.

It has been an emotional time for me since moving to Sheffield, but it is doing things such as this that is making it all worthwhile. The school and staff have been amazing in dealing with this matter and I have formed a close bond with a number of them. I hope that I can spare more time and do more talks to the new year 10s in the future because the more people are educated, the safer and happier any transgender person will be. If me giving these talks allows one trans person the ability to open up about what they are going through or prevents one trans person from being attacked due to transphobia then it will have been a success. It is a shame that these things are not easy to measure. The school should be very proud of their approach to all LGBT issues and it has been a pleasure working with them.

"I think her visit was important because it gave us an insight about prejudice from someone who gets it a lot. It's important to show young people how words can hurt."

Working with visitors

Hearing from a visitor in SRE can be really inspiring for pupils. The process of working with a visitor needs to be planned carefully to make sure it has a place in the SRE programme so that there is adequate preparation and follow up. It is also important to make sure there is a clear role for the teacher and that the external visitor is supported in class at all times.

Six questions to help you get the most out of work with external visitors in SRE

1. Does the input enhance learning and have a clear place in the curriculum?
2. Is the school taking lead responsibility for teaching, learning and behaviour?
3. Are the values of the visitor clear and do they differentiate between fact and opinion?
4. Does the input support the capacity of schools to deliver good quality SRE, for example by contributing to the professional development of teachers?
5. Is the visitor adequately trained, supported and supervised?
6. Does the visitor understand and follow the school's safeguarding policies?

Diversity Role Models

Schools wanting to invite a visitor to talk about their life story can contact *Diversity Role Models*, which is an initiative aimed at helping schools eradicate homophobic bullying and to provide a safe environment for their LGBT students and families. Role models speak to classes of young people about their experiences of being LGBT or being a

straight ally. The session is supported by a trained facilitator who leads discussions around stereotypes and friendship. After role models have spoken to the class, students have the opportunity to ask anonymous questions of the role models.

What can schools do to promote trans inclusion and challenge transphobia?

Ofsted expect schools to challenge transphobia through the curriculum and school life and have produced a Section 5 inspection briefing on tackling homophobic and transphobic bullying.

For primary schools, the briefing recommends that inspectors explore with pupils if they think that 'if there is someone born a girl who would rather be a boy, or born a boy who would like to be a girl, they would feel safe at school and be included'. Teaching about puberty and bodies can highlight that all people's bodies are different and that there will be a range of responses to puberty. If teachers are aware of a trans or intersex child in the class, some pre-planning and one-to-one support can help ensure the child gets the information they need in a way that feels validating to their gender identity.

For secondary schools, Ofsted advise that inspectors might ask pupils 'if they have learned about homophobic and transphobic bullying and ways to stop it happening in school'. Implementing specific curriculum topics and inviting in a visitor to talk about their life story can support this. Ofsted will also look to senior leadership to see if any action has been taken 'to ensure that provision meets the needs of LGBT pupils, for example in SRE and other aspects of PSHE, including providing age-appropriate advice and guidance'. When teaching about sexual health, it is therefore important to be inclusive, and to link with local LGBT youth services. Avoiding assumptions is key; recognise that for trans young people, a teacher's perception of their gender may not represent their gender, and that single-sex class or activity groups may alienate some young people.

What if... ?

continued

Further resources for professionals

Gender Identity Research and Education Society (GIRES) aims to ensure that legislation and practices meet the needs of trans people. Their website includes information about science and research, legal matters and information about their membership. There is also a *section for educators*.

Diversity Role Models offers workshops from role models for primary and secondary schools (as mentioned on page 13).

Living my Life is an exhibition of inspirational portraits celebrating the lives of trans people, which is available to purchase from the Centre for HIV and Sexual Health in Sheffield as a resource including 17 X A1 portrait prints, each with an inspirational message.

Gendered Intelligence is a community interest company that looks to engage people in debates about gender. They work predominantly within young people's settings and have educative aims.

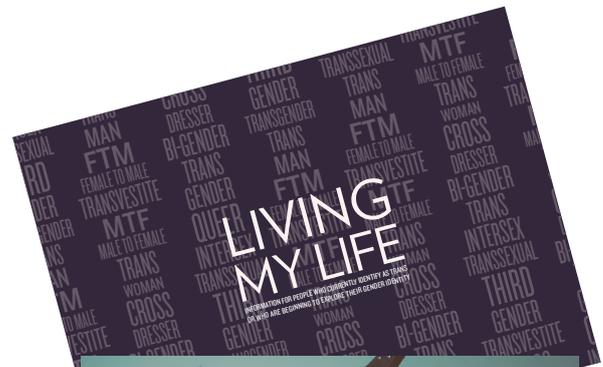
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GIRES (2008) *Guidance on combating transphobic bullying in your school.*

Sex Education Forum (2010) *External visitors and sex and relationships education*, NCB.



Extracts from the *Living My Life* resource booklet

Find out more

Training Opportunities



talking sense about sex

fpa: Pride and prejudice: working with LGB and T young people

The aim of this fpa course is to help participants to develop confidence, learn useful strategies and skills, promote effective practice and interventions in positive work with LGB and T young people. Participants will learn what LGB and T young people identify as sexual health issues, what support they want from adults, and will learn practical skills/tools for establishing rights-based, inclusive practice within the work setting. The course covers how to support young people throughout the process of coming out and includes opportunities to reflect on personal beliefs and attitudes and how these influence professional practice. Cost: £275.00. Next course date: 14-15 January 2015 in London. The course can also be commissioned for £1,795 plus trainer expenses for up to 16 people.



**gendered
intelligence**

understanding gender diversity
in creative ways

Gendered Intelligence: Introduction to Trans Awareness

Gendered Intelligence run 3-hour professional development trans awareness sessions to broaden understanding of issues faced by transgender, transsexual and gender variant people. The session aims to give participants an appreciation of how sex, gender and sexual orientation interact and is based around interactive exercises, encouraging participants to get involved in thinking through what trans means and ways to achieve equality and inclusivity in practice. Prices start from £45. Next course dates: 2 September and 2 October. In-house training sessions can also be arranged.

SAYiT

registered charity no. 1076951

SAYiT: Helping Young People Tackle Hate Crime and Bullying

An informational and practical resources training day to ensure your services are inclusive of LGBT young people. The course introduces participants to activities that accompany a free educational resource pack from the CPS which was co-created with SAYIT's service users, aimed at tackling homophobic and transphobic bullying and hate crime amongst young people. It contains video clips, information and lesson plans to help teachers explore these issues. Cost: £120 including lunch and resources. Course date: 8th October, Scotia Works, Sheffield. For further information, email Leroy@sayouthtrust.org.uk



Stonewall

Stonewall: Train the Trainer Series

By training to be a school champion at either primary or secondary level, participants learn practical techniques to train other staff in your primary or secondary school on how to tackle homophobic bullying and celebrate difference. The course includes an overview of the current state of homophobic bullying and its impact on pupil achievement and school performance. Participants find out how to meet Ofsted and legal requirements under the 2012 inspection framework and the Equality Act 2010 and learn about best practice from other schools. Cost £150+VAT or £80+VAT for existing Stonewall School Champions.

Lesson ideas

For Key Stages 1 - 5

Key Stage 1

Children come from **families of all kinds**. Talking about differences between families supports all pupils to respect similarities and differences between families and to know and understand why families and other special people are important for caring and sharing.

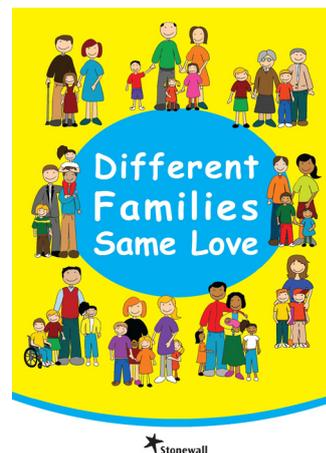
Start the lesson by reminding children of the working agreement and explaining that today we are going to talk about families. Explain that families are usually places of love and caring, but sometimes things can go wrong in families. Remind children of where they can go to talk to someone about their family if they need to. Emphasise that we are all important and should listen to each other.

"Only 6 out of 32 children in my class live in a conventional family with both parents. If I went down the route of talking only about marriage I would not be addressing the needs of 26 of my pupils."

- Deputy headteacher

As a warm up, set out hoops across the floor labelled 0, 1, 2, 3, 4, 5+. Call out the following questions and ask pupils to answer by moving to appropriate hoops:

How many pets in your house?
How many people live in your house?
How many brothers and sisters (including step, foster and half brothers and sisters)?
How many grandparents?
How many parents and carers?
How many children?
How many grownups?



Stonewall's *Different Families Same Love* resource.

Reflect that the game has shown how we all have very different families. Suggest that this is something we should be proud of as it makes us and our family special – no two families are the same.

Explain that pupils are going to look at some pictures of families and talk about why they are special. Organise a collection of images of different families, for example from the Stonewall '*Different Families - Same Love*' resource. Include families with same-sex parents/carers, multicultural as well as dual-heritage families, single parents and grandparents, people with visible disabilities. Set images out on tables around the classroom before the lesson.

In small groups of three or four, pupils investigate the pictures and discuss the situation of each family and consider the following questions:

Who is in the family? How many people?
How do you know it is a family?
Do they all live in the same house?
What do you think they do together at the weekend?
What makes the family special?

Gather all groups back together and ask each group to present the family they have studied to the whole class. Repeat the questions above. Then ask children to reflect on their own families and to draw a picture to show their family. This could show the people in their family or family members' favorite activities or objects. Allow time for them to draw. Pupils are allowed to opt out of the activity for whatever reason. If so, pupils can draw a family based on any of the pictures that have been discussed. Put all the pictures on the wall and ask the children to walk around looking at other people's pictures.

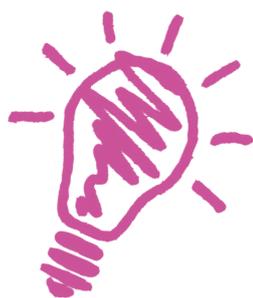
Be sensitive to children's varied circumstances, including looked-after children, by emphasising that a person's need to be loved and cared for is initially met by the family but it is also met by others, including friends, Godparents, honorary aunts/uncles and other adults. Some children may experience more care and love from people such as foster carers and social workers.

Resources

To support this activity try using Stonewall's '[Different Families - Same Love](#)' posters and stickers, and storybooks that depict different kinds of families such as:

- *Spacegirl Pukes* by Katy Watson and Vanda Carter
- *And Tango Makes Three* by Peter Parnell and Justin Richardson
- *Heather Has Two Mommies* by Lesléa Newman
- *Two Of Everything* by Babette Cole
- *A Chair For My Mother* by Vera Williams

For more storybook and activity ideas see '[Out for our Children: Foundation Stage Pack](#)' written by Louise Davies (2010) and available to download.



Key Stage 2

To help pupils think about **visible and invisible differences and similarities**, it helps if pupils think about how they see others and how others see them. This lesson idea is adapted from the Schools Linking Network and lays the foundations for understanding and addressing stereotypes and celebrating difference.

First ask pupils to sit down in a pair with someone they know less well in the class. Ask them to find 3 visible similarities between them (for example, both have two ears, both wearing shoes, both have brown eyes) and their partner, then repeat for visible differences. Next ask the learners to find 3 invisible similarities (for example, both have 2 sisters) then repeat for invisible differences (different favourite food or hobbies can help get pupils started). Ask the whole group: Do you have things in common and things that are different from each other? You may find some pairs wish to share their findings, or you could ask them to work in fours to share their findings. Discuss the idea that we only know some things about people by talking to them. Sometimes we guess what someone likes and what kind of person they are without really knowing. Is this okay? What do we miss if we rely on guesses?

To extend the activity, ask pupils to make a drawing, painting or collage of themselves showing some of their visible characteristics and some of their invisible characteristics.



Lesson plans on similarities and differences are also available from the Sex Education Forum primary resource '[Laying the Foundations](#)' and can be used to help pupils learn to respect other people's viewpoints and beliefs, consider why being perceived as 'the odd one out' can provoke bullying and why this is unacceptable.

Lesson ideas

continued

As children progress through the primary years, they will become more aware of different types of partnerships and relationships and will want to know what words like 'lesbian', 'gay' and 'bisexual' mean. It is essential to explain why calling someone or something 'gay' is a form of bullying. A lesson on gender stereotypes can be a good opportunity to discuss issues around sexual orientation, homophobia, transphobia and gender identity, especially if terms like 'gay' or 'girl' are used as insults towards children who are perceived not to comply with gender stereotypes. Give a simple explanation of what being 'gay' means, for example: 'in the same way as people can be attracted to and love people of the opposite gender, they can be attracted and love people of the same gender'. Discuss why it is unacceptable to use terms like 'that's so gay' to refer to something that one doesn't like or disapproves of. Even when the insult is not directed at a person it still has a negative impact.

To prepare for a unit of work on family life, make sure you are secure in your understanding of, and ready with basic explanations for the following terms: marriage, civil partnership, divorce, partner, boyfriend, girlfriend, spouse, lesbian, gay, bisexual, straight, transgender, cisgender. Be alert for opportunities, for example in relation to story-books, pictures or discussions to explain a range of relationships and identities.

Who do you love is a useful lesson idea from Stonewall which involves pupils mapping and describing relationships between people and identifying the different types of love within the web of relationships.

Resources for Key Stages 1 and 2

The Stonewall website hosts [a collection of lesson plans](#) for Key Stages 1 and 2 including a lesson looking at language.

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FREE is a film-based resource aimed at Key

Stage 2 which follows the stories of four children as they explore family, friendship, and what it means to be yourself. Available to purchase from Stonewall.

Laying the Foundations is a complete SRE programme for primary schools with lesson plans addressing themes including relationships, feelings and attitudes. Available to purchase from the National Children's Bureau.

Breaking the Mould is a set of resources from the National Union of Teachers including links to lesson plans, worksheets and ideas about using children's literature to explore gender stereotypes.

Key Stage 3

As with the lesson ideas outlined for Key Stages 1 and 2, think about making the core content of the SRE programme fully inclusive. At Key Stages 3 and 4, it is vital that learning about relationships, sex and sexual health promotes understanding about sexual and gender diversity and includes specific information to support LGBT health and wellbeing. The lesson ideas below focus mostly on LGB issues and will be complemented by activities focusing on trans issues specifically – see page 12 for useful resources.

A lesson on language and terminology relating to sexuality with Year 7 or 8 is a good way of assessing knowledge and attitudes and putting all pupils on a level playing field with a shared vocabulary. The terms in the tables found in the resources section can be cut up and used in small groups as a matching activity. Once pupils have matched the terms and definitions, the teacher can add further information from the 'teachers' notes' section of the activity. More able pupils could be given the teachers' notes.

The next part of the lesson encourages pupils to think about how aspects of **sexuality and gender identity** are more or

less visible or invisible. Pupils continue to work in small groups and are asked to think of two characters from a soap opera or TV programme that everyone in the group has heard of. Now give the group a few minutes to draw the characters. Ask each group to discuss what they know and don't know, first about the gender identity of the characters. Encourage the group to refer back to their definitions if they want to check the meaning of the term. They can draw arrows or write words on the characters to explain how they know or why they don't know. Then work through the following terms: sex, sexual orientation, and sexuality; again exploring in relation to information they have about the characters. To debrief in the plenary ask groups if it was possible to know answers to all of the questions.

- Did they have to guess? Is it possible to guess?
- What is visible and what is invisible?
- Does visibility come from what we wear/how we dress/what we say?
- Do we need to know all this information about someone, for example, to be their friend, to be in a sexual relationship, to be married to them?
- Is it acceptable to ask someone questions about their gender identity and sexual orientation?

This is an opportunity to address assumptions about gender identity and sexual orientation. Gender expression is visible whereas gender identity is not necessarily so. It is good etiquette to ask what someone's preferred pronouns are if you are not sure of their gender identity. Note that sexual orientation and gender are separate parts of someone's identity, and it is considered impolite to ask or assume someone's sexual orientation.

'Media bingo' can be used as a homework activity. Ask pupils to pick a programme and see if they can cross any of the items off the bingo card in one episode. When pupils bring their bingo card back ask them if anyone got a full card. Did anyone get only one box? What did they watch? Which box did they tick? What did they notice about visibility/invisibility? Were same-sex and opposite sex relationships treated in similar or different ways in the programme?

Ask pupils what impact this can have on LGBT people and what could be done to improve representation.

Resources for Key Stage 3

Matching activity adapted from Allsorts Youth Project and Brighton and Hove City Council 'Top Tips for LGBT inclusive relationships and sex education':

sexual orientation	Describes our sexual and romantic attraction to others e.g. same sex attraction (lesbian/gay), attraction to both sexes (bisexual), or attraction to the opposite sex (heterosexual).
sexuality	Includes our sexual orientation, our sexual behaviour and how we express ourselves.
sex	Is the biology of being either physically male or female and/or intersex.
gender identity	Is a person's sense of identity relating to their gender. It is about how we feel about our gender and may not be the same as how we express our gender or how we are perceived by other people.
cis/cisgender	People whose assigned sex matches their gender.
trans	People who identify as: Transgender, Transsexual, Cross-dresser, Intersex, Both male and female, Neither male nor female (Non binary), Androgynous, A third gender, Gender fluid, Agender, Genderqueer or who have a gender identity which we do not yet have words to describe.

Lesson ideas

continued

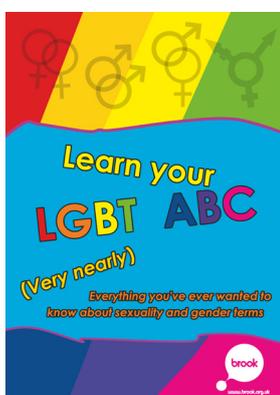
Matching activity teachers' notes:

sexual orientation	Describes our sexual and romantic attraction to others, whether this is same sex attraction (lesbian/gay), attraction to both sexes (bisexual), or attraction to the opposite sex (heterosexual). Some people choose to identify specifically as pansexual rather than bisexual to express that they do not see gender as exclusively binary and are also attracted to people who do not identify as either male or female. Some people identify as asexual and may choose to have romantic relationships that do not include sexual feelings.
sexuality	Includes our sexual orientation, our sexual behaviour and how we express ourselves. A person's sexuality is individual to them. It is shaped by many things; by our gender, culture, tradition, society and the environment we live in; by our life experiences, and by our personal ethics, beliefs and values. Sexuality develops and changes throughout our lives.
sex	Is the biology of being either physically male or female. It is assigned at birth based on physiology (reproductive organs/chromosomes). Intersex people may have been born with ambiguous genitalia or a unique set of chromosomes.
gender identity	Is a person's sense of identity relating to their gender. It is about how we feel about our gender and may not be the same as how we are perceived by other people. A person's gender role describes the characteristics that a society or culture delineates as masculine or feminine. Whilst gender roles can be important and held strongly by some people, it is important that people can identify stereotypes and their potentially negative effects. Gender is constructed within institutional and cultural contexts that produce multiple forms of masculinity and femininity. Normally one form of 'being masculine' and 'being feminine' is dominant over others in each cultural context. Gender expression is how individuals act out their gender in public, using how they dress as the most common signifier of their gender expression. This includes straight and cisgender people – everyone performs their gender. It is a social construct.
cis/ cisgender	A person whose assigned sex matches their gender. In other words, it is a term for non-trans people.
trans	Umbrella terms used to describe people who identify as: Transgender, Transsexual, Cross-Dresser, Intersex, Both male and female, Neither male nor female (Non binary), Androgynous, A third gender, Gender Fluid, Agender, Genderqueer, or who have a gender identity which we do not yet have words to describe.

The 'Media Bingo' template:

straight women visible	lesbians visible	bisexual women visible
straight men visible	gay men visible	bisexual men visible
trans men visible	trans women visible	bisexual people talked about
trans people talked about	same-sex relationships talked about	opposite-sex relationships talked about

Learn your LGBT ABC is a leaflet from Brook which is a useful guide to terms people use for sexuality and gender.



Learn Your LGBT ABC from Brook

A note on language

Language shifts and changes in relation to terms people use to describe sexual orientation and gender, and this can be hard to navigate.

The word homosexual is dispreferred as it was a medical term historically used to diagnose same-sex attraction as a mental illness, and does not include people who are bisexual. The preferred terms are generally lesbian, gay, and bisexual.

The word Queer is a popular identifying term in the US and Europe, and is used positively by some young people in the UK. It has been reclaimed in many public and academic circles, (e.g. Queer Studies, Queer Theory) but has previously had negative connotations related to verbal abuse and hate crimes.. Queer includes those who identify as having a minority sexuality or gender identity, and many people like it because it means not having to use a set of initials like LGBT. Some organisations state that they are inclusive of LGBTQ people. The Q can also stand for Questioning in these cases, which means someone who may be questioning their gender or sexual identity.

Transsexual and transvestite: These terms are sometimes used interchangeably and this is incorrect. Transsexual is a term that has become unpopular with some people because it focuses on people's bodies rather than their identities. It means someone who has changed one's body with medical treatment to more closely reflect one's gender. Not all trans people will have or want medical intervention, and not all trans people identify with a binary gender. It is as impolite to enquire about a trans person's body or medical treatment out of curiosity as it is to enquire about anyone else's. A cross-dresser is someone who dresses in clothing typical of a different gender some or all of the time, but still identifies with the gender they were assigned at birth. The term transvestite has the same meaning as cross-dresser, but is now considered less respectful by some people.

We are living in changing times and trans advocacy is an evolving civil rights movement. Different individuals and groups may choose to use different terms.

Ultimately, LGBT people should be the ones setting the tone for how they are addressed, whether or not they use terms that are familiar to you. The etiquette is to address each person in the manner that they prefer, and to politely ask if you are not sure.

Lesson ideas

continued

KS3, KS4 and KS5: inclusive sexual health checklist

Young people have highlighted that sexual health information in SRE often fails to be inclusive:

"Sex is always stressed as being dangerous just for girls. But I'd really like it if the importance and the impact emotionally and physically was placed on males, too."

- young woman aged 18

"I learnt very little anyway, but I needed LGBT knowledge and I didn't get any. All I have ever learned about it was either from the internet or my own relationships. It's a little late by then, don't you think?"

- young man aged 19

Teachers need to be equipped with correct facts to promote good sexual health. Use the check-list below to check that your own knowledge is up-to-date, and to review your lessons on sexual health and ensure they are inclusive and are not based on assumptions or misconceptions.

- Unprotected penetrative sex: vaginal, anal and oral are the sexual activities with highest risk of sexually transmitted infections, and of these unprotected anal sex has the highest risk because the lining of the anus is thin and can be easily damaged which provides a route for infections to get into the bloodstream.

- Remember to focus on behaviour and not just identity. Not all gay men have anal sex just as not all opposite-sex couples do. Sexual activities are on a continuum from low risk to high risk, regardless of the sexuality or gender identity of the people having sex.

- Condoms (male and female) and dental dams protect against sexually transmitted infections because they are barriers that stop the transfer

of bodily fluids that can carry infections (via semen, vaginal mucus, blood).

- Lubricant (lube) can be used to reduce dryness for vaginal and anal sex and helps prevent tearing of internal membranes. Water-based lubricant is safe to use with condoms but oil-based lubricant is not because it can weaken them.

- Despite myths and assumptions that have existed in the past, currently in the UK there are more heterosexual people living with HIV than gay/bi men. HIV is not a gay man's virus/disease.

- Lesbians, bisexual and straight women and trans men are at risk of sexually transmitted infections and cervical cancer.

- There are resources that specifically inform about LGBT sexual health such as those produced by Allsorts Youth Project, Terence Higgins Trust and Gendered Intelligence.

- Local LGBT youth groups or LGBT inclusive sexual health clinics offer more detailed advice and support. (This information can be included in student diaries and displayed in the school).

Adapted from Allsorts Youth Project and Brighton and Hove City Council 'Top Tips for LGBT inclusive relationships and sex education'.

Information about sexual health

Sex activities and risk information from NHS Choices and information specifically about gay health.

All about STIs for young people from Brook.

Sexual health information from the Terrence Higgins Trust including detailed information about HIV and AIDS.

Trans Youth Sexual Health booklet from Gendered Intelligence.

Key Stage 4

This lesson* looks at **how homophobia, biphobia and transphobia can operate in society** and the impact it has on everyday life for LGBT people. It follows well from the media bingo activity or can be used separately. It can prompt a strong emotional response from pupils so warn them about this. Hand each person a character card. Ideally use a different colour paper/card for each character card and make sure at least two pupils have the same card, or that the activity is done with a pair sharing each card. If you are aware of a pupil who has experienced homophobic, biphobic or transphobic bullying, avoid giving them one of the teenage cards.

- A lesbian teenage girl
- A man married to a woman
- A woman married to a man
- A woman married to a woman
- A man married to a man
- A gay teenage boy
- A bisexual teenage boy
- A bisexual teenage girl
- A Partner in a same sex couple with a child
- A male to female trans person
- A female to male trans person

Give pupils the following instructions:

- Do not show your card to anyone else
- Look at your card and think about your character.
- Close your eyes for a moment and consider your character.
- Give your character a name.
- How old are you - what is it like being that age?
- What do you look like?
- How tall are you?
- What colour are your eyes and hair? -
- What is your cultural and ethnic background?
- Where do you live?
- What sorts of people do you mix with socially?
- What do you like doing in your free time?
- What sorts of clothes do you wear?
- How much do you identify with this character already?
- What might you have done last night as this character?
- Who were you with or, were you alone?
- Did you go out or stay in?

Now take pupils to a large space e.g. the playground or hall and ask pupils to line up along one side. Read out the list of activities and ask pupils to take a step forward whenever they can do that activity. If the answer is 'sometimes' or 'it depends' then they should stay where they are. The activity can also be done at desks by giving each pupil counters to put in a pot or asking them to raise their hand instead of taking a step.

- Hold hands in public without fear of verbal abuse or violence?
- Feel safe walking the streets during the daytime?
- Adopt a child?
- Get a job in a children's nursery?
- Kiss your partner in public?
- Take friends back home for tea or to hang out?
- Expect support from your family?
- Marry your partner?
- Talk openly about your sexual relationships with colleagues?
- Talk openly about your partner with colleagues?
- Talk openly about your sexual relationships with friends?
- Talk openly about your partner with friends?
- Have your relationship supported by your religion?
- Be promoted at work?
- Be represented positively in the media?

After the activity, ask pupils to stand still. Ask pupils to identify what character cards they are holding. Who is out in front? What is their character? Who is at the back? What is their character? Pupils raise their hands if they have a green card, yellow card etc. to compare how different people have interpreted the activity. Finally, ask pupils to 'de-role' by saying 'my name is... and I like doing...' either to the person next to them or out loud to the class. The cards are returned.

Close the lesson by watching *Love is All You Need*, a role reversal film showing what it's like to be outed as a straight person in a world where everyone is gay. Discuss with pupils recent changes in society including the Marriage (Same Sex Couples) Act 2013 and what further changes are needed to support LGBT equality.

*This activity is adapted from 'Car park' by Hilary Dixon in *Yes, AIDS again - A handbook for teachers*, London Development Agency, 1998 and a later version by Alice Hoyle.

Lesson ideas

KS3 - KS5 continued

Key Stages 4 - 5

With older or more able pupils the Allport scale and/or Olsson's Stairs of Tolerance are useful tools to explore how homophobia and other forms of prejudice lead to violence. Allport's Scale is a measure of the manifestation of prejudice in a society. It goes from stages 1-5 which are: antilocution, avoidance, discrimination, physical attack and extermination. Olsson's Stairs of Tolerance includes a counterbalance to this - showing how tolerance is the first step to celebration of diversity and difference. Steps 1-5 are: tolerance, acceptance, respect, mutual understanding, celebration of difference. Tolerance is only one step ahead of intolerance and there is a fine line between them. The scales could be used to assess a range of current affairs such as the events of the Sochi Winter Olympics and recent changes to legislation, for example in the UK, Russia and Uganda.

Explore with the group any homophobic, biphobic or transphobic comments made by emphasising that although most religions state sex and marriage should be between a man and a woman, as there is strong emphasis on having a family, none of them advocate homophobic behaviour, and LGBT people have families too. The *Faith and Sexuality Project* is an anti-homophobia resource which can be used to explore religious perspectives in more depth, and *Imaan* (formerly Al Fatiha UK) is an organisation that provides support to LGBT Muslims.

Resources

Allport's scale devised by psychologist Gordon Allport in 1954 is described in a Wikipedia entry. (accessed 15 June 2014)

Erasing 76 crimes is a blog focusing on the anti-gay laws of 76 countries and the struggle to repeal them. Resources on the website include a map of the world highlighting the 76 countries.

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Olsson's Adapted 'Stairs of Tolerance' is reproduced in the International Planned Parenthood Federation publication: *'Included, Involved, Inspired'*; A framework for youth peer education programmes (2007), referencing Hans Olsson (2005), Sweden: Riksförbundet för sexuell upplysning (RFSU).

Love is All You Need - a short film (described on page 21). It includes some upsetting content so needs to be previewed and pupils given content warning.

Further resources: Key Stages 3-5

'Gay. Let's get over it!' Posters to download from Stonewall.

'Oh no not the gay thing' is a Stonewall teaching pack for Key Stages 3 and 4 which includes ideas on how to integrate lesbian, gay and bisexual issues in PSHE, English, Modern Languages, History, Geography, Sciences and Religious Education. There is a downloadable leaflet for each subject available from the Stonewall website.

LGBT hate crime resource from the Crown Prosecution Service in partnership with Stonewall, Gendered Intelligence and the Ministry of Justice, featuring the performers from *SAYiT's* Side By Side theatre company. The resource is aimed at Key Stages 3 and 4 and the 'Teacher Pack' is available for download from the True Vision website.

'Schools out' is an organisation with an overarching goal to make schools and educational institutions safe spaces for LGBT communities. The Schools out website has a useful news section and links to resources.

The *Faith and Sexuality Project* is a thematic collection of lesson plans and resources including video clips designed for use in secondary school Religious Education. The resources focus on Christianity, Islam and Judaism and have been created by the Lesbian and Gay Christian Movement.

Imaan supports LGBT Muslim people, their families and

friends, to address issues of sexual orientation within Islam. It provides a safe space and support network to address issues of common concern through sharing individual experiences and institutional resources.

FFLAG stands for Families and Friends of Lesbians and Gays. FFLAG are a national voluntary organisation and registered charity dedicated to supporting parents and their lesbian, gay and bisexual daughters and sons.

The Albert Kennedy Trust supports young LGBT 16-25 year olds who are made homeless or living in a hostile environment.

Further resources for schools

Ofsted (2014) *Section 5 inspection briefing; Exploring the schools actions to prevent homophobic bullying*, Crown Copyright. (accessed 14 May 2014, removed 22 May pending update of all subsidiary inspection guidance).

Stonewall (2007) *Challenging homophobic language; Stonewall Education Guide*.

Archbishops' Council Education Division (2014) *Valuing all God's children: guidance for Church of England schools on challenging homophobic bullying*.

Department for Education (2014b) *The Equality Act 2010 and schools; Departmental advice for school leaders, school staff, governing bodies and local authorities*, Crown copyright.

EACH stands for Educational Action Challenging Homophobia, is a charity and training organisation, and has some informative reports on its [resources](#) page.

Support for LGBT teachers

The **NUT**, **NASUWT** and **ATL** have dedicated resources and support for LGBT members.

Inclusion For All is run by Shaun Dellenty, who gives talks based on his experience as an out gay member of his school's senior leadership team, and provides training and resources.

Some teachers are LGBT. Get over it! Source: The Independent (accessed 10 July 2014)



Work in SRE lessons will be more powerful if it is complemented by visible whole-school actions to promote equality and challenge homophobia, biphobia and transphobia. Here are two examples:

Example 1: "We had an additional learning day and organised a special event for our Year 9s which took place in the summer, soon after the International Day Against Homophobia and Transphobia (IDAHOT). Classes attended a forum theatre workshop from SAYIT's Side By Side project, then participated in classroom activities looking at LGBT representation in the media. Each student wrote a specific promise to help improve the school atmosphere for LGBT students. They wrote these on colourful leaf shapes and made them into rainbow garlands. At lunchtime, students and our visitors were invited to a Rainbow Picnic and wound the garlands round a tree made by the DT department." Shared by Chella Quint, reflecting on an activity she organised while PSHE coordinator at secondary level.

Example 2: "One year we did a social norming exercise and created posters with "[School name] does not tolerate homophobia" and took lots of pictures of students holding the signs. We displayed these pictures around the school and in assemblies and the perception in the school changed from 'homophobia is okay' to 'hang on everyone thinks it's a problem'." Shared by Alice Hoyle, Coordinator of the RSE Hub.

About this magazine

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The magazine is a product of the Sex Education Forum. Members of the Sex Education Forum do not necessarily endorse the content in full.

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About the Sex Education Forum

The Sex Education Forum is a unique national collaboration of organisations and individuals committed to improving sex and relationships education for children and young people.

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