

**Stonewall**

# ABOUT THIS RESOURCE

**This resource is produced by Stonewall, a UK-based charity that stands for the freedom, equity and potential of all lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people.**

At Stonewall, we imagine a world where LGBTQ+ people everywhere can live our lives to the full.

Founded in London in 1989, we now work in each nation of the UK and have established partnerships across the globe. Over the last three decades, we have created transformative change in the lives of LGBTQ+ people in the UK, helping win equal rights around marriage, having children and inclusive education.

Our campaigns drive positive change for our communities, and our sustained change and empowerment programmes ensure that LGBTQ+ people can thrive throughout our lives. We make sure that the world hears and learns from our communities, and our work is grounded in evidence and expertise.

To find out more about our work, visit us at [www.stonewall.org.uk](http://www.stonewall.org.uk)

**Registered Charity No 1101255 (England and Wales) and SC039681 (Scotland)**

Stonewall is proud to provide information, support and guidance on LGBTQ+ inclusion; working towards a world where we're all free to be. This does not constitute legal advice, and is not intended to be a substitute for legal counsel on any subject matter.



**Stonevale** **CREATING AN  
LGBTQ+  
INCLUSIVE  
PRIMARY  
CURRICULUM**

SUPPORTED BY



**18 months ago, Pearson proudly supported the launch of the very first inclusive curriculum guide for secondary school teachers. We are delighted that this guidance has now been extended to primary school teachers and are pleased to once again sponsor the new guide – a key part of Stonewall’s work addressing LGBTQ+ inclusion in primary schools, funded by the Government Equalities Office.**

Over the last few years, we have been working hard to play our part in advocating for greater LGBTQ+ inclusion. In addition to the two guides, Stonewall has helped Pearson to produce our own editorial guidelines for LGBTQ+ inclusion. These were adopted in December 2018 and provide guidance to the editorial teams in Pearson and our authors on how to think about LGBTQ+ inclusion. This was an important step for Pearson and reflects our own determination to ensure our products and programmes are inclusive of all groups in society.

At Pearson, our mission is to help people make progress in their lives through learning. One way to do that is to unlock the passion of the people that work for us to be more inclusive. This partnership is an example of this. Once again, Pearson Spectrum UK, our LGBTQ+ employee resource group, has been instrumental in working with Stonewall on this guidance.

Research by Stonewall provides clear evidence that almost a half of lesbian, gay, bi and trans pupils experience bullying during their school lives. Reducing and, ultimately, eradicating bullying clearly benefits all pupils by helping to remove what is too often a barrier to achieving their full potential.

One important way to achieve this goal is for schools to represent LGBTQ+ people and LGBTQ+ parents in the classroom in ways that support the ethos and community in the whole school. Representing and respecting the diversity around them helps prepare our children for life in society today and contributes to creating a culture where we are more understanding and accepting of others.

From September 2020, Relationships Education will be compulsory in all of England’s primary schools. This change will provide an additional impetus for primary schools to look again at their approach to LGBTQ+ inclusion. So, it is timely that Stonewall has been working with its network of teachers and put together this easy to use guide.

We very much hope that teachers will find ‘Creating an LGBTQ+ Inclusive Curriculum’ a valuable resource.

**Sharon Hague**  
**SVP Schools, Pearson**



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# WHY DOES OUR CURRICULUM NEED TO BE LGBTQ+ INCLUSIVE?

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## A NOTE ON ACRONYMS

At Stonewall, we use the acronym LGBTQ+, which stands for lesbian, gay, bi, trans, queer, questioning and ace. You can find definitions of these terms and other key terms [on our website](#) and in the glossary in this resource.

Other organisations may use a different acronym – for example, LGBT or LGBTI or LGBT+. Often, the acronym an organisation uses will depend on their areas of specialism or expertise, or the specific groups of people that they work with.

Our good practice guidance is developed by our team of expert teachers, trainers and education professionals and informed by the work of our School & College Champions. We're constantly developing our work and we regularly update our resources to introduce more information and advice on supporting LGBTQ+ children and young people – you can expect to see more content on supporting young people who are questioning and young people on the ace and aro spectrum coming soon.

Our 2017 *School Report* found that 40 per cent of LGBTQ+ pupils are never taught anything about LGBTQ+ issues in school or college, with 58 per cent telling us that they had never been taught that same sex couples can get married and have civil partnerships. Making your curriculum LGBTQ+ inclusive plays an important role within a whole-school approach to tackling homophobia, biphobia and transphobia. Ofsted, SIAMS and the Independent Schools Inspectorate (ISI) will look to see that you are doing this.

The Stonewall *School Report* (2017) discovered that nearly half of lesbian, gay, bi and trans pupils (45 per cent) – including 64 per cent of trans pupils – are bullied for being LGBTQ+ at school. However, LGBTQ+ pupils are less likely to experience homophobic, biphobic and transphobic bullying in schools where pupils are taught about LGBTQ+ issues. LGBTQ+ pupils in these schools are also more likely to report feeling safe, welcome and happy at school. The *Stonewall Teachers' Report* (2014) indicated that children often experience homophobic, biphobic and transphobic bullying regardless of whether they're LGBTQ+ or not, so your work on creating an LGBTQ+ inclusive curriculum will benefit all children.

Schools are affected by the Public Sector Equality Duty under the Equality Act 2010 and must fulfil certain obligations. For detailed information about the Public Sector Equality Duty, please see [An Introduction to Supporting LGBTQ+ Children and Young People](#). By having an LGBTQ+ inclusive curriculum, primary schools create the opportunity to challenge (and prevent) the prejudiced views that could lead to discrimination.

When schools don't represent LGBTQ+ people in the curriculum, they send children the message that LGBTQ+ people are not to be spoken about. This can give children the impression that there's something wrong with being LGBTQ+ or being part of an LGBTQ+ family. To be properly prepared for life in a diverse society, children need to develop an understanding of difference and of the importance of treating others with respect. Seeing different families, LGBTQ+ role models and people with different gender identities and expressions within the school curriculum helps children to understand that LGBTQ+ people are a usual and valuable part of our society. As well as preventing homophobic, biphobic and transphobic bullying, this approach promotes the well-being of LGBTQ+ children and children with LGBTQ+ family members. Allowing these children to see themselves and their families represented within the curriculum supports schools in providing equality of opportunity.

The LGBTQ+ inclusive curriculum must go beyond teaching children about LGBTQ+ issues in PSHE, ensuring that LGBTQ+ families, people and themes are embedded throughout the curriculum. This guide is full of ideas to inspire you to develop your primary school's inclusive curriculum.

To get you started, we've given you some lesson plans and plenty of ideas. Use our long term plan template at the back to help you reinvigorate your curriculum.



**They did one assembly but nothing since. It kinda hurts that they don't like to talk about it.**

**Alexandra, 11**





**I feel like I'm being left out of something that is important,  
and my school isn't equipping me with the right tools to  
understand my bisexuality.**

**Jessica, 13**



**3 in 4**

LGBTQ+ pupils (76 per cent) have never learnt about or discussed bisexuality at school.

**3 in 4**

LGBTQ+ pupils (77 per cent) have never been taught about or discussed gender identity and what 'trans' means.

**1 in 4**

Of those pupils who learn about LGBTQ+ issues at school, most report that teaching about LGBTQ+ issues is limited to specific areas of the curriculum. Just one in four LGBTQ+ pupils (25 per cent) have been taught about or discussed LGBTQ+ issues in wider classes, such as English or Geography.



**‘Our aim in school is to have happy, confident, successful children who go on to be happy, confident, successful adults. Many of our children have LGBTQ+ family members, many will be LGBTQ+ themselves, some will go on to have LGBTQ+ children. If we didn’t teach our children about LGBTQ+ people and families and didn’t include LGBTQ+ people in our curriculum we would be failing in our own aims, and failing our children.’**

**Headteacher, New Moston Primary School**

**‘Children need to learn about difference, to feel valued and have a strong sense of self-worth. They need to be resilient to be able to succeed and be happy. Having an understanding of difference and diversity is essential for all children. Children also need to see a range of families reflected through stories and images around school. It is essential that all children’s lives and experiences are reflected in school.’**

**Member of Senior Leadership Team, Arbury Primary School**



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**WHERE DO I  
START ?**

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# 1

Make sure that your work is part of a whole school approach. Check your policies to ensure that they make clear reference to homophobic, biphobic and transphobic bullying and language and to your work on LGBTQ+ inclusion.



# 3

Small changes make a big difference. When you're giving examples in lessons, you can refer to LGBTQ+ families - for example, 'Mark's dads increase his pocket money by 10%. If Mark had £2 before the increase, how much pocket money does he have now?'. 




# 2

Start with what you're already doing rather than re-inventing your whole curriculum. Think about ways to break your work into manageable chunks. You could choose one subject area for each year group every half term and think about ways to embed LGBTQ+ inclusion within that subject. Look at what you've already got planned and see if you can find places to link in LGBTQ+ inclusion. Could you focus on an LGBTQ+ artist like Frida Kahlo in your art curriculum? Could you highlight LGBTQ+ Olympians like Tom Daley in PE? Could you learn about Alan Turing in your science or Computing lessons?




# 4

Make sure all staff understand the importance of doing this work. You could use statistics from our *Stonewall School Report 2017* or our *Teachers Report 2014* to help other staff understand the impact of homophobic, biphobic or transphobic bullying. 



# 5

We know that staff can sometimes feel nervous about using the right language when talking to pupils about LGBTQ+ inclusion. The child friendly glossary in this resource can help you with age-appropriate and accessible definitions. 



# 6

Different colleagues will have different levels of knowledge and confidence when it comes to LGBTQ+ inclusion. Make use of team teaching and peer mentoring so that less confident members of staff can get the support they need.



# 8

Celebrate your work through displays - this is a great opportunity to get your pupils involved in making some artwork on the theme of celebrating difference. Invite parents and carers into school to help create work they can display, for example by creating family portraits.



# 7

Communicate with parents and carers and be transparent. It's a great idea to invite parents in to school to have a look at the books and other resources you're using. Make sure your policies on LGBTQ+ inclusion - from your equality policy to your anti-bullying policy - are clearly available on your website and that you have an open door policy. When you share your curriculum with parents online, make the LGBTQ+ links clear so that parents and carers can see what you plan to teach and when.



# 9

Invest in some new library books that celebrate diversity and highlight different families. Our primary school booklist can help you stock your shelves with books that will start conversations about diversity. Give parents and carers opportunities to look at your lovely new books on open afternoons and at parents' evenings.



# 10

Involve pupil voice in your LGBTQ+ inclusion work. If you have a school council, prefects, or any other pupil leadership group, involve them in surveying other pupils, making displays, or leading assemblies for their peers. Our pupil voice guide has plenty more ideas.

**‘My understanding, since starting at Arbury, is that ‘celebrating difference and challenging stereotypes in school’ is part of the culture of our school rather than something that we shoehorn into topics out of necessity. It’s something I particularly love about Arbury, we’re not doing this work to tick a box, it’s part of who we are as a school community. Having said that, it’s clear in the planning of topics and class readers that this has been something created over many years of hard work.’**

**Class teacher,  
Arbury Primary School**

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**A FEW GREAT  
IDEAS TO GET  
YOU STARTED**

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Using books with LGBTQ+ themes is a fantastic way of making your English lessons LGBTQ+ inclusive. Guided reading provides a great opportunity for this: make sure there are books with LGBTQ+ themes within your Guided Reading scheme across all key stages. Make use of videos too; you can also find an increasing number of stories with LGBTQ+ themes on YouTube.

Remember to teach children that **'they', 'them' and 'their'** can be singular as well as plural. You could use it as an opportunity to learn that a lot of non-binary people prefer not to be referred to as **'he' or 'she'**.

## IN THE EYFS:

- Read picture books about LGBTQ+ families (such as **'And Tango Makes Three'**, **'Donovan's Big Day'**) and discuss the idea of different families. Create artwork or family trees to celebrate children's different families.
- Use books about difference (such as **'Dogs Don't Do Ballet'**, **'Are You a Boy or Are You A Girl?'**) to start discussion about gender stereotypes, the importance of difference and what makes us who we are. Children could draw and write about their likes and dislikes.

## IN KEY STAGE 1:

- Use books with LGBTQ+ themes as a stimulus for children's own story writing.
- Make use of books with LGBTQ+ themes in SPaG activities, for example by identifying the nouns and verbs in **'Are You a Boy or Are You A Girl?'** or by correcting the punctuation in some sentences from **'Red: A Crayon's Story'**. Use the stories as an opportunity to discuss trans identities.

## SEN ADAPTATIONS:

- Use the ideas suggested above with sensory props to create a sensory story.
- Children can match or identify key symbols or words from the stories.

## A KEY STAGE 2 CASE STUDY:

Teachers from Tickhill St Mary's C of E Primary planned a Year 5 unit of work around the story **'And Tango Makes Three'**. You might want to use the whole sequence of lessons, adapt it to meet the needs of your class or use it as inspiration for lessons with a different focus. At the start of each lesson, they used a SPaG starter which would support the work in the lesson – we will leave it to you to choose the most appropriate SPaG focii for your children.

## WEEK 1

## WEEK 2

## WEEK 3

### MONDAY

Give children a stimulus picture of a family of penguins. Children work in pairs or a group to create their own penguin family stories.

Look at a range of books that tell the stories of families of animals through anthropomorphism:

- ***And Tango Makes Three***
- ***Fantastic Mr Fox***
- ***Peter Rabbit***
- ***Owl Babies***
- ***Five Minutes' Peace***

What do they have in common?  
How are they different? What sort of language is used to make the animals seem human?

Peer assessment of the stories so far – Have they used anthropomorphism? Have they built up the story? Has the story got a climax or main event? Have they used the SPaG features you would expect to see?

Children act on the peer feedback and continue to write their stories.

### TUESDAY

Read '***And Tango Makes Three***' as a class. Ask children to retell the story using actions. Create a story map as a class.

Consider other animals that live in a zoo. What zoo animal family would you write about?

Children complete a story map or story mountain to plan a story about a zoo animal family of their choice.

As a class, look back at the resolution in '***And Tango Makes Three***'. What was it?

How are they going to resolve their story? Pair discussions of ideas before sharing as a class.

Children finish writing their stories, making sure that there is a clear resolution.

### WEDS

Use the story map from the previous lesson to retell '***And Tango Makes Three***' as a class. Children look at an extract of the text and find key features – identifying punctuation types, new words or interesting word choices, different word classes.

How did '***And Tango Makes Three***' open? What features does an opening paragraph have?

Share write an opening paragraph about an elephant family.

Children write their own opening paragraph about an animal family of their choice.

Re-visit editing skills as a class, edit a sample piece of work.

Children use an editing checklist to edit their animal family story.

Children peer assess each others' draft stories.



## WEEK 1

## WEEK 2

## WEEK 3

THURS

Revisit the '**And Tango Makes Three**' book. Discuss the following questions:

- *What is a family? What do all families have in common? What does it mean that Mr. Gramzay thought that Roy and Silo "must be in love"? What do we call parents who are the same sex? (gay, lesbian)*
- *"Family" is a prominent theme in '**And Tango Makes Three**'. Discuss the concept of a "family." What constitutes a family? Tango's family is different, but how is it the same as any other family in the zoo? In the world?*
- *The Central Park Zoo, where '**And Tango Makes Three**' takes place, is home to all kinds of animal families. But Tango's family is unlike the other families in the zoo. Tango has two fathers instead of the traditional mother and father. Do you have a nontraditional family, or do you know someone who does?*
- *Mr. Gramzay, the penguin keeper at the Central Park Zoo, is very sympathetic to Roy and Silo. He is accepting of their differences and wants to help them become a family. How can you learn from Mr. Gramzay's actions in the book? Who else is accepting of Roy, Silo, and Tango in this story?*
- *Mr. Gramzay decides to give Roy and Silo an egg to hatch in their nest. Why do you think he does this? What does he see in Roy and Silo that makes him decide that they would be good at raising a baby? Do you think that Roy and Silo are good parents? Why? How were Roy and Silo like other penguin parents?*
- *Responsibility, devotion, caring, and persistence are all important themes in this book. How so? Can you identify different parts of the book where these themes are obvious?*
- *Think about Roy and Silo and their behaviour in the book, both with each other and with Tango. How is penguin behaviour similar to the behaviour of humans? How is it different?*
- *What do we call it when we give human characteristics to animals?*

How do we use anthropomorphism to create animal characters?

Children explore different language and characterisation techniques as well as exploring the correct vocabulary relating to their animal.

Children write the next paragraph(s) of their stories.

Children write their final story up in neat.



It's easy to build LGBTQ+ visibility into any maths lesson: it can be as simple as looking at the wording of your word problems. Here are some ideas to help you get started.

## IN THE EYFS:

- Pretend to be guests at Fatima and Shanika's wedding. Share out the biscuits so that everyone has two. How many biscuits are left?

## IN KEY STAGE 1:

- Max goes to the shop with their dad. They spend £7, how much change would they get from a £10 note?
- Eddie's mums tell him that his grandad is coming round at 5:30. He wants to practice using his watch. Draw the hands on the clock face to show what his watch will look like at 5:30.

## IN KEY STAGE 2:

- Jay saves £10 in their money box. All of their money is in coins. What possible combinations of coins could they have?
- Laura builds a tree house with her mums. The perimeter of Laura's tree house is 12m. What could the area be?

## SEN ADAPTATIONS:

- Read '*And Tango Makes Three*' then make pictures of different penguin families to represent different numbers.
- Look at the pictures in '*Red: A Crayon's Story*'. How many strawberries did they draw? How many crayons are on the front of the book?

You'd be surprised at the opportunities for LGBTQ+ inclusion in your science lessons. From using LGBTQ+ role models as a stimulus for your topic on flight to using scientific skills to explore a problem for a same sex couple, there are plenty of ideas to get you started.

## IN THE EYFS:

- Nita and her dads want to go on a healthy picnic. What foods could they take?
- Use the book '**10,000 Dresses**' as a stimulus. Explore different materials – which ones would you make a dress with? Choose words to describe the materials.

## IN KEY STAGE 1:

- Jamal is helping his mums choose material to make a coat, what materials would be the best to use? Why?
- Launch a flight topic by using the poster of Ayla Holdom from the '*Gender Stereotypes Won't Hold Us Back*' poster pack. Link to the book '*Violet the Pilot*'.
- Use '*And Tango Makes Three*' as a stimulus to learn about penguins, moving on to compare the zoo to a penguin's usual habitat.

## IN KEY STAGE 2:

- Dean and Ishmael have bought a holiday home in Fuerteventura, in the Canary Islands. Fuerteventura is warm and windy, so water evaporates quickly there. They want to avoid having to top up their swimming pool, so should they use normal water or salt water in their pool?
- Use the poster of Charlie Martin from the '*Gender Stereotypes Won't Hold Us Back*' poster pack as a link to talking about motor racing. Charlie wants some new tyres for her car – what sort would be the best type for a wet day? Why?

## SEN ADAPTATIONS:

The activities suggested above can be easily be adapted for children with SEN by:

- Providing symbol or word banks to help children contribute to discussions.
- Using prompt cards or scaffolding sheets to help the children to take some ownership of planning an investigation.

Build a design and technology project around the characters from one of the books on our book list, or use symbols such as the rainbow flag as a stimulus for children’s textiles work. There are lots of creative ways to make design and technology LGBTQ+ inclusive.

## IN KEY STAGE 1:

- Introduce the rainbow flag and discuss the meaning of the different colours. You might also want to look at the trans flag and the bi flag. Children design and make their own flag to celebrate diversity and different families.
- Design and make a castle for King and King from the '*King and King*' books.

## IN KEY STAGE 2:

- Introduce the idea of the AIDS memorial quilt and other memorial quilts. Make a class or year group quilt with the theme of celebrating diversity – each child contributes a square.
- Make a dancing giraffe puppet based on the story of '*Giraffes Can't Dance*'.

## SEN ADAPTATIONS:

- Make rainbow cakes to help celebrate Pride in your school.
- Make a simple puppet inspired by the characters in '*I am Fred*'.

## AN EYFS LESSON:

LEARNING OBJECTIVE	DETAILS	RESOURCES
<p>To use a range of resources to construct with a purpose in mind</p>	<p><b>Introduction: Whole class</b> Read '<i>The Paper Bag Princess</i>' as a class. Discuss that the princess didn't have a castle anymore and suggest that the children might want to make her one. Look at some pictures of castles and discuss their features.</p> <p><b>Activity: Individual or pairs</b> Children use junk modelling resources to make a castle for the princess.</p> <p><b>Plenary: Whole class</b> Have a class tour of the different castles and discuss what the children liked or would improve about them.</p>	<ul style="list-style-type: none"> <li>• '<i>The Paper Bag Princess</i>' book</li> <li>• Images of castles</li> <li>• Junk modelling resources</li> </ul>

# HISTORY

There are a range of historical figures to draw on when looking to make your history lessons LGBTQ+ inclusive. From the poetry of Sappho to Alan Turing's Bombe machine, there are plenty of cross curricular links too.

## IN THE EYFS:

- Use the story of '**King and King**' as part of a castle themed story time. Children could make pictures of royal families or even re-imagine their family as a royal family.
- Read '**My Granny is a Pirate**' to start your pirates topic. Use the book as an opportunity to challenge stereotypes about gender as well as about age.

## IN KEY STAGE 1:

- Use '**The Paper Bag Princess**' or '**King and King**' as topic stimulus when you are learning about castles.
- Read '**Tyrannosaurus Drip**' as a stimulus for learning about dinosaurs.

## IN KEY STAGE 2:

- Learn about Alan Turing's role in cracking the enigma code in World War 2, Roberta Cowell's role as a fighter pilot or Joesphine Baker's role as a spy. Be sure to highlight their LGBTQ+ identities as well as focussing on their roles in the war.
- Learn about Sappho's love poetry as part of your topic about Ancient Greece.

## SEN ADAPTATIONS:

- Use sensory props, symbols and key words to support the understanding of children with communication difficulties.

## A KEY STAGE 2 CASE STUDY:

Year 4 children from Sandown Primary School in Kent learnt about Alan Turing during LGBTQ+ History Month. They enjoyed cracking the codes as the lessons progressed and were shocked to discover that Alan Turing had been arrested for being gay.







## LEARNING OBJECTIVE

To be able to identify discrimination

## DETAILS

### **Starter: Individual**

Who are we learning about? Children crack the code to reveal the name: Alan Turing.

### **Introduction: Whole class**

Use the PowerPoint to learn about Alan Turing's work at Bletchley Park to crack the enigma code. Share that he was arrested after someone broke into his house. Ask children to suggest why that might have been. Share that Alan Turing was arrested for being gay, as it used to be illegal. Explain what 'gay' means in an age-appropriate way. Discuss that Alan had the choice of going to prison or taking some medicine that made him not want a boyfriend or a girlfriend. He chose the medicine, but it stopped him from being able to concentrate on his work. Alan Turing died by taking his own life.

Throughout the PowerPoint, include opportunities for children to crack codes to answer questions about Alan Turing's life.

### **Class discussion:**

What does the word 'discrimination' mean? What is discrimination? How was Alan Turing discriminated against? How would life be different today for him?

### **Activities: Individual**

1. Children write facts about Alan Turing in speech bubbles.
2. Children invent their own code and write an anti-discrimination message for a friend to solve.

### **Plenary: Whole class**

Ask children to reflect on their learning. What parts of Alan Turing's life surprised them? What other types of discrimination are there?

## RESOURCES

- *Alan Turing Code Cracker Activity*
- *Alan Turing PowerPoint*
- *Code paper*
- *Speech bubbles*

**Making your own resources will help you best fit the needs of your class for this lesson.**

# GEOGRAPHY

Whether you teach geography as part of a topic or as a stand-alone subject, the world is your oyster when you're looking to be LGBTQ+ inclusive.

## IN THE EYFS:

- Help to pack a bag for Emma, who is going on a sunny holiday with her mums. What clothes should she take?

## IN KEY STAGE 1:

- Read the different '*Rainbow Street*' books. What is your street like? Who lives on your street? Use as a stimulus for drawing simple maps.
- Use '*Hello Sailor*' as a stimulus for learning about life on the coast.

## IN KEY STAGE 2:

- Children use holiday brochures to choose a honeymoon destination for Simon and Pete. They should act like travel agents and persuade Simon and Pete that their chosen destination is the perfect one. Encourage children to research the different countries and to be aware that Simon and Pete might be worried about facing discrimination.
- Take the opportunity to learn about approaches to gender in the countries you are learning about. For example, the Hijra community in India; the Calabi, Calalai and Bissu genders in Indonesia; the Mashoga of Kenya; and two-spirit people from Native American cultures.

- Children use local maps to help them plan a route for a Pride parade through your local area.

## SEN ADAPTATIONS:

- Use sensory props and symbols to support children's understanding of the Key Stage 1 stimulus books.
- Make a 3D map of '*Rainbow Street*' using play dough or junk modelling materials.
- Create a collage based on the theme of gender diversity within the country you are studying – for example, a collage of pictures based on the theme of India's Hijra community.

With plenty of LGBTQ+ artists to choose from, you won't be short of inspiration when it comes to art and design. Whatever the age or stage of the children in your class, they can explore and recreate the work of famous LGBTQ+ artists and learn a little about their lives and their LGBTQ+ identities.

Here are a few artists to help you get started:

- **Francis Bacon**
- **Jean Michel Basquiat**
- **Lili Elbe**
- **Keith Haring**
- **Gluck**
- **David Hockney**
- **Frida Kahlo**
- **Wiley Kehinde**

## LEARNING OBJECTIVE

To paint a self portrait

## DETAILS

### **Introduction: Whole Class**

As a class, read through the PowerPoint about Frida Kahlo's life. Ask children to answer the questions from the PowerPoint as you progress through it.

### **Activity: Groups**

Children look at some Frida Kahlo paintings. They should identify whether they like or dislike the painting and explain why. They could record this work on the Stonewall 'My opinion worksheet', using a word mat as a prompt to support them if needed.

### **Self-portrait: Individuals**

Children create a self-portrait. Encourage them to add a background that shows something about their life or interests (for example, showing them with a favourite pet). Encourage children to choose vibrant colours such as reds, greens, blues and yellows to make sure that their work is in keeping with Frida Kahlo's work.

### **Whole class: Plenary**

Give children the opportunity to see each other's' work and peer assess. They should share something that they liked about it and something they would improve.

## RESOURCES

- *Stonewall Frida Kahlo PowerPoint V2*
- *Stonewall 'My opinion' worksheet V2*
- *Pictures of some Frida Kahlo paintings*
- *Word mats to support discussion*
- *Paint*
- *Paintbrushes*
- *Mirrors*
- *Paper*

**The PowerPoint and worksheet for this lesson are available to download from our website.**

# MUSIC

The music world is full of visible role models. Whether your children are in Early Years or Year 6, you can use the music of LGBTQ+ artists such as Queen, The Pet Shop Boys, Little Mix, Janelle Monáe, Josephine Baker, Janelle Monáe, Years and Years or Frank Ocean as a stimulus for their work. This work would also provide the opportunity for the children to learn more about an artist's LGBTQ+ identity.

## IN THE EYFS:

- Listen to music from a range of LGBTQ+ artists, get up and dance if you want to! Which ones did you like and why?

## IN KEY STAGE 1:

- Create music inspired by the music of an LGBTQ+ musician.
- Compare music from different genres (including music by LGBTQ+ people) – what were the similarities and differences?

## IN KEY STAGE 2:

- Listen to 'Same Love' by Macklemore. Write a rap about acceptance that could replace Macklemore's rap. This could also be used as an opportunity to discuss the idea of being an ally to the LGBTQ+ community, as an opportunity to discuss stereotypes or to discuss homophobia, biphobia and

transphobia in general.

- Watch part of 'Watership Down' (1978) on mute. Watch again with sound, so that you can hear the music which was composed by Angela Morley. What is the impact that music has on a film?

## SEN ADAPTATIONS:

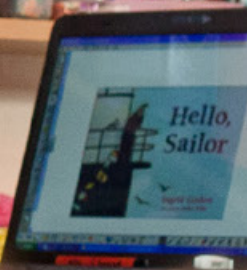
- Listen to a range of music by LGBTQ+ artists, identify if you like or dislike the songs.
- Play musical instruments along to music by an LGBTQ+ artist.



MONITORS  
01.31.2010  
Water Monitor : Lorezo  
Packed Lunches : Farzana, Jishwa  
House Table : Marcie, Farzana, Yang,  
Majdah, Kaiser...

THE GOLDEN RULES  
Work hard, don't waste  
property, don't waste  
to people, don't inter  
gentle, don't hurt any  
apful, don't hurt peo  
... don't cover up the

καρέκλα chaise sedia  
stol cadeira  
**chair** Stuhl  
椅子  
cтyл  
silla  
siddle



...ING HOT & COLD  
...NNY BONES



Whilst the children are getting changed for PE, make use of the time to show them videos which challenge gender based stereotypes. For example, show a montage of clips from the Women's FA Cup, or watch an extract from Matthew Bourne's '*Swan Lake*'.

## AN EYFS CASE STUDY:

- Reception children from Arbury Primary created a dance based on the story of '*Giraffes Can't Dance*'. The lesson was an integral part of the curriculum for the year group and was linked to their work in other areas of the curriculum. The classes had read the book in Guided Reading and discussed how the giraffe from the story would have been feeling. These sessions gave children opportunities to discuss similarities and differences, as well as allowing them to revisit the theme of '*Good To Be Me*'. The children loved the dance activity and related it to '*Strictly Come Dancing*'. They had such fun and created a photo montage of them dancing. During the lesson children learnt lots of new vocabulary and were able to see the importance of celebrating difference.

## IN KEY STAGE 1:

- Use '*The Princesses Have A Ball*' to inspire the children before learning some basketball skills.
- Highlight an inspirational sports person every week, be sure to include

LGBTQ+ role models such as Tom Daley, Keegan Hirst, Lee Pearson, Nicola Adams or Claire Harvey.

## IN KEY STAGE 2:

- Use the poster of Layton Williams from the '*Gender Stereotypes Won't Hold Us Back*' posters as a stimulus to encourage children to improve their dance skills.
- Watch an extract from Matthew Bourne's '*Swan Lake*' to show children how dance can be used to convey ideas, characters and emotions.
- Use the poem '*Caged Bird*' by Maya Angelou as a stimulus for creating a dance.

## SEN ADAPTATIONS:

- Some children might struggle to engage with video clips at the same time as getting changed. Give them the opportunity to watch these clips prior to the lessons.
- Use Matthew Bourne's '*Swan Lake*' as an inspiration for a dance lesson, model the movements for children to copy.



## LEARNING OBJECTIVE

To express yourself through dance and music

## DETAILS

### Introduction: Whole Class

Read '*Giraffes Can't Dance*' and discuss some of the different dances that are mentioned in the text. Watch some clips of '*Strictly Come Dancing*' to show the dances being performed.

### Activity: Whole class

Play some music for the children to dance to. Allow time for children to express themselves creatively and perform their own dances, trying some of the moves from the book and the clips. Use the speaking and listening opportunity for children to express which dance they like and why.

### Plenary: Whole class

Revisit the theme of book 'sometimes when you're different you just need a different song'. What does this mean? Ask children about a time they have wanted to do something different or felt different.

## RESOURCES

- '*Giraffes Can't Dance*' story
- Clips from '*Strictly Come Dancing*'
- Music





You can be really creative with computing. Use books with LGBTQ+ themes as a stimulus for programming based activities or artwork or challenge your children to research an LGBTQ+ hero.

## IN THE EYFS:

- Create a Bee Bot mat featuring the different characters from the '**Rainbow Street**' stories – challenge children to programme the Bee Bots to visit the different characters.
- Use painting software to design another dress for Bailey from the '**10,000 Dresses**' story.

## IN KEY STAGE 1:

- Children use Scratch Junior to create a sprite for one of the characters from '**Giraffes Can't Dance**', then programme the character to make them dance.
- Read '**Spacegirl Pukes**' then ask children to use design software to make a get well soon card for Spacegirl and her mums.

## IN KEY STAGE 2:

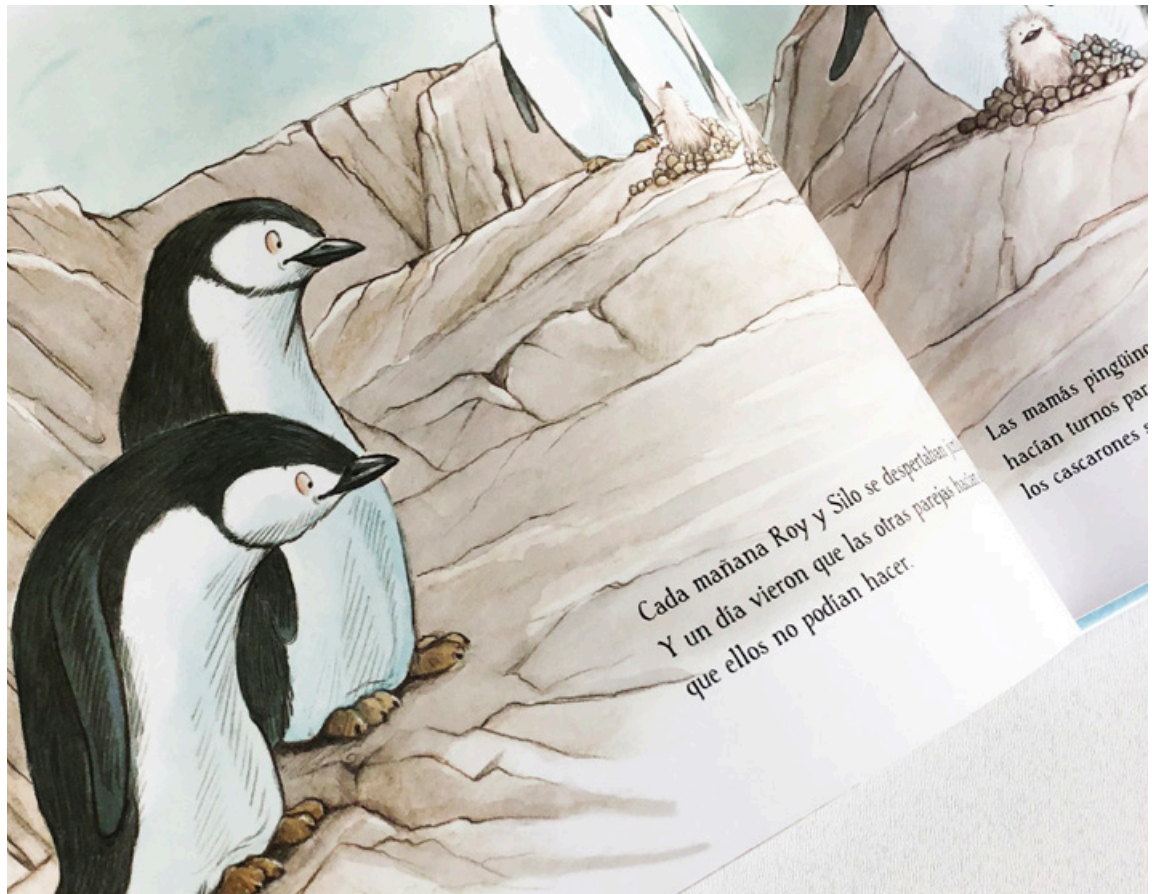
- Research an LGBTQ+ role model and create a PowerPoint presentation about them.
- Use Scratch to animate a scene from a story with an LGBTQ+ inclusive theme, for example '**Red: A Crayon's Story**'. You can use this story as an opportunity to discuss trans identities.

## SEN ADAPTATIONS:

- Import a dress outline into your painting software to support children to design a dress for Bailey from the '**10,000 Dresses**' story.
- Read '**Spacegirl Pukes**' then ask children to use a card design app to make a get well soon card for Spacegirl and her mums.

# LANGUAGES

There are plenty of opportunities to be LGBTQ+ inclusive within your MFL lessons, whether it's including different families in your lesson content or using pictures of people with a wide range of gender expressions when learning words to describe appearance. You could even get foreign language versions of some of the books from our book list – '*And Tango Makes Three*' is translated into several languages, including French and Spanish.



There are many ways to make RE lessons LGBTQ+ inclusive, especially when learning about weddings, naming ceremonies and festivals.

## IN THE EYFS:

As part of learning about families, weddings and traditions, read '*King and King*'. Discuss that King and King had a church wedding or blessing, in line with Christian traditions.

## A KEY STAGE 1 LESSON:

Please refer to the chart overleaf

## IN KEY STAGE 2:

- Compare different weddings from across different faiths, including non-religious weddings. Children could even create an order of service for the wedding or civil partnership of a same sex couple.
- When learning about religious naming ceremonies, teach that some trans people choose to have a 'naming ceremony' or blessing following their transition.
- As part of your work on festivals, learn about LGBTQ+ Pride as a celebration of diversity and as an event that promotes respect. You could even plan your own school based Pride celebration.

## SEN ADAPTATIONS:

- When learning about weddings, children could make a poster about weddings using photos of ceremonies from different religions and cultures, including same sex marriages.

## LEARNING OBJECTIVE

To know how people celebrate weddings.

## DETAILS

### **Introduction: Whole Class**

Show photographs of various weddings (staff, parents/carers, picture books, internet).

Discuss how some people exchange rings when they marry - watch a clip of people putting on the rings. What does this symbolise? Have you seen married people with rings on? Which finger?

### **Class Story: Whole class**

Read about preparations for a wedding using '*Donovan's Big Day*'. How is Donovan feeling when he gets ready? What is his big job? On p10 we learn he is in charge of a 'little white satin box'. What could be inside? Have you ever had an important responsibility? Enjoy the rest of the book.

Look at the key traditional elements seen: wedding rings, new clothes, flowers, making a promise.

### **Activity: Small groups**

Children discuss the various pictures and books provided. Children talk about a wedding that they have been to. Children share their experiences of weddings and the feelings associated with them, the things they saw.

### **Plenary: Whole class**

How have you felt when you have been at a wedding? How do you think you would feel if you haven't been to one before? How do the people getting married feel?

Ask children to bring in photos for a class display. Ensure a broad range of weddings is represented (include multi-faith and non-faith, registry office, same sex).

## RESOURCES

- *Photos of weddings*
- *Video clip of people exchanging rings*
- '*Donovan's Big Day*' book

Whether it's when you make your PSHE sessions trans inclusive by referring to 'most girls' or 'most boys' when learning about body parts and puberty or when you learn about celebrating differences, your PSHE curriculum is full of opportunities to make links with LGBTQ+ themes.

## IN THE EYFS:

- Read '*It's Okay To Be Different*' and encourage children to discuss their differences and similarities. They could create self portraits to celebrate these differences.
- Use '*The Family Book*' as a stimulus for learning about different types of family. Children could make play dough models of their families.

## IN KEY STAGE 1:

- When discussing bullying, read '*The Sissy Duckling*' and use it as a stimulus to discuss the importance of valuing and celebrating difference.
- Use '*Dogs Don't Do Ballet*' as a starting point to discuss different interests and to help children understand that it's ok to move beyond gender stereotypes.

- By reading '*Introducing Teddy*' as a class, you can start to support children's understanding of what makes each person themselves and the idea of feeling comfortable with yourself. It's also an opportunity to discuss trans identities. The book could also be used to start discussions about feelings – what makes you feel sad or happy?

## A KEY STAGE 2 LESSON:

See overleaf.

## SEN ADAPTATIONS:

- Create a '*And Tango Makes Three*' sensory story to help children learn about different families. Children could even make their own penguin family using collage materials.

## LEARNING OBJECTIVE

To understand the importance of celebrating difference.

## DETAILS

Discuss that they are all sports people (brief info about each person's sport). Sports people are often given a lot of respect for being good at sports. Ask: What else might these people have in common? Think. Pair. Share.

Share the additional information about each person and discuss that they are all LGBT. Explain that these people face prejudice because of being LGBTQ+ – for example, people saying mean things about them or laws in some countries saying that it's ok to discriminate against people.

**Ask:** How might that make them feel? Think. Pair. Share.

Discuss that being LGBTQ+ is just part of who all these people are, that there's nothing wrong with being LGBTQ+ and that we should respect everyone. Ask: How does it feel to be respected? Think. Pair. Share.

### Activity 1: Pairs

Working in pairs, children should use the fact sheet to make their own fact file about one of the sports people that had been featured at the start of the lesson.

### Activity 2: Individual

Each child should make their own fact file about themselves.

They could include:

- *what their interests are*
- *what they are good at*
- *what might make them different to other people*

### Activity 3: Whole class

Children find someone with the same interest written on their fact file. Once they find them, they should look at what else is on each other's fact file. Can they find things that are different about each other?

Next children can find someone that is good at different things to them. Once they find them, they should look at what else is on each other's fact file – can they find things that are similar? Have they got anything in common that isn't written down?

### Plenary: Whole class

Ask children to feed back about their similarities and differences and that they can still choose to respect people even if they have a lot of differences.

Link the conversation back to the conversation on LGBTQ+ sports people – all people are worthy of respect and it's wrong to disrespect people because of being LGBT.

## RESOURCES

- *Sports People PowerPoint*
- *Sports person fact files*
- *Fact sheet template*

**Note:** The fact sheets could be compiled to make a class book.

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# **CHILD FRIENDLY GLOSSARY**

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## BI

Bi is a word to describe someone who falls in love with, or wants to have a relationship or partnership with someone of the same gender as them or with someone of a different gender to them. A bisexual person might say that the gender of the person they fall in love with doesn't matter to them.

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## GAY

The word gay refers to someone who falls in love with, or wants to have a relationship or partnership with, people who are the same gender as them. For example, a man who loves another man or a woman who loves another woman; this includes two dads or two mums.

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## GENDER

Babies are given a gender when they are born, for example 'male' or 'female', 'boy' or 'girl'

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## GENDER IDENTITY

Everyone has a gender identity. This is the gender that someone feels they are. This might be the same as the gender they were given as a baby, but it might not. They might feel like they are a different gender, or they might not feel like a boy or a girl.

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## LESBIAN

Lesbian is word to describe a woman who falls in love with, or wants to have a relationship or partnership with, other women. For example, a girl who is in love with another girl, or two mums who are in love with each other.

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## NON-BINARY

A word for someone who doesn't feel like they're a boy, girl, man or woman.

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## STRAIGHT OR HETEROSEXUAL

A straight or heterosexual person is someone who falls in love with, or wants to have a relationship with, people who are a different gender to them but not people who are the same gender as them. For example, a man who is in a relationship with a woman and who does not fall in love with men, or a girl who is in love with a boy and who does not fall in love with women.

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## TRANS

Trans is a word that describes people who feel the gender they were given as a baby doesn't match the gender they feel themselves to be. For example, someone who is given the gender 'boy' as a baby but feels like a girl.

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# **GLOSSARY FOR STAFF**

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**BI**

An umbrella term used to describe an emotional, romantic and/or sexual orientation towards more than one gender. Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, bi-curious, queer, and other non-monosexual identities.

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**BIPHOBIA**

The fear or dislike of someone who identifies as bi or the mistreatment of that person because of their bi identity or perceived bi identity.

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**CISGENDER**

A word to describe someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

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**COMING OUT**

When a person first tells someone/others about their identity as lesbian, gay, bisexual or trans.

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**GAY**

Refers to a man who has an emotional, romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality.

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**GENDER DYSPHORIA**

Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth.

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**GENDER FLUID**

Gender fluid describes a person who does not identify as solely a man/ boy or a woman/girl, but may feel more like a combination of, or move between or beyond either/or. They may feel like neither, both, or move between the two as they feel comfortable.

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**GENDER IDENTITY**

A person's internal sense of their own gender. This could be male, female, or something else (For example see non-binary below).

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**GENDER STEREOTYPES**

The ways that we expect people to behave in society according to their gender, or what is commonly accepted as 'normal' for someone of that gender.

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**HOMOPHOBIA**

The fear or dislike of someone who identifies as lesbian or gay or the mistreatment of that person because of their sexual orientation or perceived sexual orientation.

---

## HOMOSEXUAL

This might be considered a more medical term used to describe someone who has an emotional, romantic and/or sexual orientation towards someone of the same gender. The term 'gay' is now more generally used.

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## LESBIAN

Refers to a woman who has an emotional, romantic and/or sexual orientation towards women.

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## LGBT

The acronym for lesbian, gay, bi and trans.

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## NON-BINARY

An umbrella term for people whose gender identity doesn't sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

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## PRONOUN

Words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they / their and ze / zir.

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## QUEER

A term used by those wanting to reject specific labels of romantic orientation, sexual orientation and/or gender identity. It can also be a way of rejecting the perceived norms of the LGBTQ+ community (racism, sizeism, ableism etc). Although some LGBTQ+ people view the word as a slur, it was reclaimed in the late 80s by the queer community who have embraced it.

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## QUESTIONING

The process of exploring your own sexual orientation and/or gender identity.

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## SEX

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'.

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## SEXUAL ORIENTATION

A person's emotional, romantic and/or sexual attraction to another person.

---

## TRANS

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer.

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## TRANSPHOBIA

The fear or dislike of someone who identifies as trans or the mistreatment of that person because of their trans identity or perceived trans identity.

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## TRANSSEXUAL

This was used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

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# REVIEW YOUR CURRICULUM

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A good place to start with making your curriculum LGBTQ+ inclusive is by reviewing what you're already doing and looking for opportunities to include LGBTQ+ themes within those. You can use the framework overleaf to help you

Split your curriculum review into manageable chunks. Choose two subjects per term and identify ways to build in LGBTQ+ inclusive themes . Use the planning grid on the following pages to support your work. You might want to start with some quick wins, for example ensuring that your maths word problems reflect LGBTQ+ families and identities.

<b>TIMESCALE</b>	<b>SUBJECT FOCUS</b> (choose 2 per term)
<b>YEAR 1</b> <b>TERM 1</b>	
<b>YEAR 1</b> <b>TERM 2</b>	
<b>YEAR 1</b> <b>TERM 3</b>	
<b>YEAR 2</b> <b>TERM 1</b>	
<b>YEAR 2</b> <b>TERM 2</b>	
<b>YEAR 2</b> <b>TERM 3</b>	
<b>YEAR 3</b> <b>TERM 1</b>	

**ENGLISH**

**TERM 1  
THEMES**

**TERM 1 OPPORTUNITIES**

**TERM 2  
THEMES**

**MATHS**

**SCIENCE**



**TERM 2 OPPORTUNITIES**

**TERM 3  
THEMES**

**TERM 3 OPPORTUNITIES**

<b>TERM 2 OPPORTUNITIES</b>	<b>TERM 3 THEMES</b>	<b>TERM 3 OPPORTUNITIES</b>

<b>DESIGN &amp; TECH</b>	<b>TERM 1 THEMES</b>	<b>TERM 1 OPPORTUNITIES</b>	<b>TERM 2 THEMES</b>
<b>GEOGRAPHY</b>			
<b>HISTORY</b>			
<b>ART &amp; DESIGN</b>			
<b>MUSIC</b>			



<b>PE</b>	<b>TERM 1 THEMES</b>	<b>TERM 1 OPPORTUNITIES</b>	<b>TERM 2 THEMES</b>
<b>COMPUTING</b>			
<b>LANGUAGES</b>			
<b>RE</b>			
<b>PSHE</b>			

**TERM 2 OPPORTUNITIES**

**TERM 3  
THEMES**

**TERM 3 OPPORTUNITIES**

TERM 2 OPPORTUNITIES	TERM 3 THEMES	TERM 3 OPPORTUNITIES



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# BOOKS FEATURED IN THIS GUIDE

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***10,000 Dresses*** by Ewart and Marcus (ISBN: 1583228500)

***And Tango Makes Three*** by Justin Richardson (ISBN: 1847381480)

***Are You a Boy or Are You A Girl*** by Sarah Savage and Fox Fisher (ISBN: 9781785922671)

***Dogs Don't Do Ballet*** by Anna Kemp and Sara Ogilvie (ISBN: 9781847384744)

***Donovan's Big Day*** by Leslea Newman and Mike Dutton (ISBN: 1582463328)

***Giraffes Can't Dance*** by Giles Andreae and Guy Parker-Rees (ISBN: 1841215651)

***Hello Sailor*** by Ingrid Godon and André Sollie (ISBN: 0333992903)

***Introducing Teddy*** by Jessica Walton and Dougal MacPherson (ISBN: 1408877627)

***It's Okay To Be Different*** by Todd Parr (ISBN: 0316043478)

***King and King*** by Linda de Haan and Stern Nijland (ISBN: 1582460612)

***My Granny is a Pirate*** by Val McDermid and Arthur Robins (ISBN: 1408309278)

***Red: A Crayon's Story*** by Michael Hall (ISBN: 9780062252074)

***Spacegirl Pukes*** by Katy Watson and Vanda Carter (ISBN: 0995658706)

***The Family Book*** by Todd Parr (ISBN: 0316070408)

***The Rainbow Street Series*** by Nick Rolfe: ***I Am Fred*** (ISBN: 1909320684), ***The Dandelion Dormice*** (ISBN: 9781909320741), ***Lilac and Mauve*** (ISBN: 1909320722), ***Mustard and Custard*** (ISBN: 9781909320697), ***Basil and Sage*** (ISBN: 1909320706), ***Granny Frogbottom and the Triplets*** (ISBN: 9781909320710), ***Peggy Clover*** (ISBN: 1909320734)







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# OTHER USEFUL RESOURCES

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## **'Different Families, Same Love' Posters**

Families come in all different shapes and sizes, from the conventional nuclear family to single parents, adoptive parents and children being raised by grandparents. Around 20,000 young people in Britain are growing up with same-sex parents and many children have lesbian, gay, b and trans parents or family. Our 'Different Families, Same Love' posters are an excellent starting point to celebrate different families, and to talk with pupils about how every family is special and unique.

All of our education resources can be found on the Stonewall website. We're always working on new guidance, lesson plans and resources; make sure you check our website to see what we've added:

[www.stonewall.org.uk/ourwork/education-resources](http://www.stonewall.org.uk/ourwork/education-resources)

## **'Gender Stereotypes Don't Hold Us Back' Posters**

It's important that children learn to challenge gender stereotypes and that they understand that people of any gender can do any job. Our 'Gender Stereotypes Don't Hold Us Back' posters are a great way to start conversations about gender stereotypes.

## **Getting Started – Early Years Foundation Stage**

An age-appropriate toolkit especially designed to give a range of ideas for celebrating difference and challenging gender stereotypes in the Early Years Foundation Stage.

## **Getting Started Toolkit – Primary**

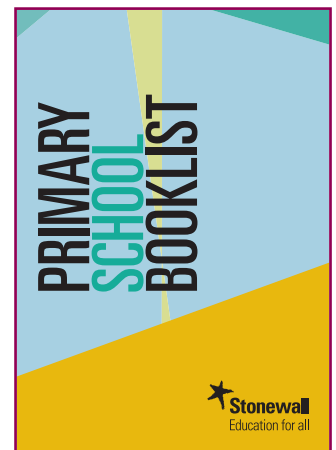
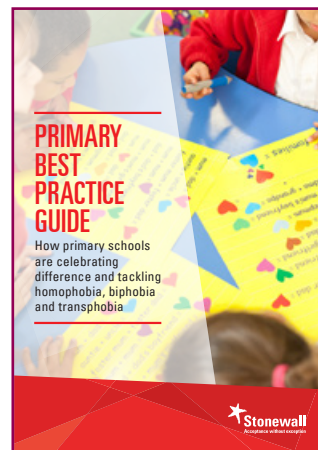
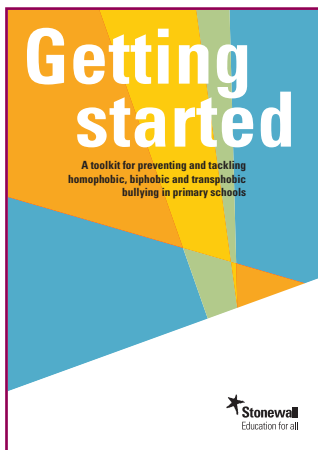
This toolkit sets out five key steps for preventing and tackling homophobic, biphobic and transphobic bullying and language in primary schools. It includes many of the practical resources that schools need to begin their work on LGBTQ+ inclusion, including school surveys, scripts and a pupil friendly anti-bullying policy template.

## Primary Best Practice

The best schools celebrate difference and practice quality inclusion from the start of a child's education. Our Primary Best Practice guide highlights the best work done by UK primary schools to tackle homophobic, biphobic and transphobic bullying. Use this guide for tips and advice that will work in your school.

## Primary School Book List

Whether you're filling the school library or looking for something new to read with your class, finding inclusive books is important. Children need to see difference and different families celebrated all around them. Our primary book list helps you spread the message that in your school, 'different' is welcome.



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# ACKNOWLEDGEMENTS

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