



STONEWALL LESSON PLANS

LGBTQ+ families

We've designed these lesson plans to give you some starting points for creating LGBTQ+ inclusive RSHE lessons. Adapt the activities to best suit the needs of your class and to fit the amount of time you have available. We have also developed lesson plans on this theme for students with SEND – these can be found on our website. Each lesson has a PowerPoint that you can use to support your whole class teaching. Other suggested resources are noted in each lesson plan.

These lessons will help you to meet the statutory objectives in the 'families and people who care for me' strand of relationships education for primary aged children. You'll find links to Stonewall resources, as well as other suggested resources, in Annex B of the [statutory guidance](#) on RSHE. You'll find further resources on the [Stonewall website](#).

As with any teaching around sensitive issues, it's important to take principles of safeguarding children into account so that you can address any concerns that arise. You'll find more information on safeguarding LGBTQ+ children and young people in our [LGBT-inclusive RHSE: Putting it into practice](#) resource.

Who are Stonewall?

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.

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. To find out more about our work, visit us at www.stonewall.org.uk.



Join our Education & Youth programmes

Our experienced team are proud to have supported many primary and secondary schools, colleges, Local Authorities and Multi Academy Trusts to challenge bullying and celebrate diversity.

We offer online training for education staff; an awards scheme; membership programmes; consultancy; a wide range of resources.

To find out how your school, college or setting can benefit from working with Stonewall, visit www.stonewall.org.uk/schools-colleges.



Year 3 and 4

Learning objective: To understand that some children have trans parents

Activity	Details	Resources
<p>Starter: Your family</p>	<p>Ask children to write three real facts and one made up thing about their family.</p> <p>Choose a child to share the four 'facts' with the class. The rest of the class should guess which 'fact' was made up.</p> <p>Repeat several times.</p>	<ul style="list-style-type: none"> • Everybody's Family is Different PowerPoint LKS2 • Whiteboards and pens
<p>Introduction: What is a family?</p>	<p>Ask children: If you had to explain the word 'family' to an alien, how would you explain it?</p> <p>Think. Pair. Share.</p> <p>Ensure that children have shown an understanding that all families are different, but one thing that it's important for a family to have is love. Be sure to address any misconceptions about families all having 2 parents, a mum and a dad, etc.</p> <p>Share the learning objective.</p> <p>Explain to the children that they're going to watch a video where one of the parents is transgender.</p> <p>Check in to see that they understand what the word 'transgender' means. Ensure that they know that someone is trans if their gender (ie being a girl/woman, a boy/man or a non-binary person) doesn't match with the label (ie boy or girl) they were given at birth.</p>	

<p>Activity: How are we different? How are we similar?</p>	<p>Watch 'When dad became Charlotte': https://www.youtube.com/watch?v=YOd7hUx874w&feature=youtu.be</p> <p>After watching the video children should discuss in pairs:</p> <ul style="list-style-type: none"> • 5 things that the family in the video have in common with their family • 5 things that make the family in the video different from their family <p>Share some of the similarities and differences as a class.</p>	
<p>Activity: What would you do?</p>	<p>Share the scenario with the class: During a lesson about families, Izzy mentions that her dad is trans and that up until 2 years ago, she used to call him 'mum'. At playtime you overhear some children from the class gossiping about Izzy's dad and making fun of him. You notice that Izzy has overheard and that she looks upset.</p> <p>In groups of 3, ask children to answer the question: What would you do in this scenario?</p> <p>As a class, discuss what children could do in the situation. Ensure that you discuss:</p> <ol style="list-style-type: none"> 1. Why it's important to support other people when they're upset. 2. What they can do if they think someone is being bullied. 3. The importance of not being a bystander. 	
<p>Plenary</p>	<p>Challenge children to summarise the message of the lesson in 5 words. Once they have done that, challenge them to summarise the message in 1 word.</p> <p>Share some of the children's suggestions as a class.</p>	

Year 5 and 6

Learning objective: To understand that some children have trans parents

Activity	Details	Resources
<p>Starter: Your family</p>	<p>Ask children to write three real facts and one made up thing about their family.</p> <p>Choose a child to share the four 'facts' with the class. The rest of the class should guess which 'fact' was made up.</p> <p>Repeat several times.</p>	<ul style="list-style-type: none"> Everybody's Family is Different PowerPoint UKS2 Whiteboards and pens
<p>Introduction: What is a family?</p>	<p>Ask children: If you had to write the definition of 'family' for a dictionary, what would you write?</p> <p>Think. Pair. Share.</p> <p>Ensure that children have shown an understanding that all families are different, but one thing that it's important for a family to have is love. Be sure to address any misconceptions about families all having 2 parents, a mum and a dad, etc.</p> <p>Share the learning objective.</p> <p>Explain to the children that they're going to watch a video where one of the parents is transgender.</p> <p>Check in to see that they understand what the word 'transgender' means. Ensure that they know that someone is trans if their gender (ie being a girl/woman, a boy/man or a non-binary person) doesn't match with the label (ie boy or girl) they were given at birth.</p>	
<p>Activity: How are we different? How are we similar?</p>	<p>Watch 'When dad became Charlotte':</p> <p>https://www.youtube.com/watch?v=YOd7hUx874w&feature=youtu.be</p>	

	<p>After watching the video children should discuss in pairs:</p> <ul style="list-style-type: none"> • 5 things that the family in the video have in common with their family • 5 things that make the family in the video different from their family <p>Share some of the similarities and differences as a class.</p>	
<p>Activity: What would you do?</p>	<p>Share the scenario with the class: During a lesson about families, Izzy mentions that her dad is trans and that up until 2 years ago, she used to call him 'mum'. At playtime you overhear some children from the class telling Izzy that she can't play with them because her dad's a 'weirdo' and so is she.</p> <p>In groups of 3, ask children to answer the question: What would you do in this scenario?</p> <p>As a class, discuss what children could do in the situation. Ensure that you discuss:</p> <ol style="list-style-type: none"> 1. Why it's important to support other people when they're upset. 2. What they can do if they think someone is being bullied. 3. The importance of not being a bystander. 	
<p>Plenary</p>	<p>Challenge children to summarise the message of the lesson in 5 words. Once they have done that, challenge them to summarise the message in 1 word.</p> <p>Share some of the children's suggestions as a class.</p>	