

**Stonewall**

**CREATING AN  
LGBTQ+  
INCLUSIVE  
SECONDARY  
CURRICULUM**

SUPPORTED BY



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.

# CREATING AN LGBTQ+ INCLUSIVE CURRICULUM

## A GUIDE FOR SECONDARY SCHOOLS



### CONTENTS

Foreword	1
Introduction	2
How to go about it	3
Top ten tips	5
English	7
Maths	9
Science	11
Art	13
Drama	15
Geography	17
History	19
Media Studies	21
Modern Foreign Languages	23
Music	25
PE and Sports Studies	27
Religious Education	29
Resources	31

# FOREWORD

## Ruth Hunt Chief Executive, Stonewall

How young people see themselves, each other and the world around them is shaped by what they learn about at school.

For every young person to be prepared for life in modern Britain, it's vital that their curriculum reflects the full diversity of the world they live in. When pupils are supported to understand diversity and celebrate difference, they can develop accepting attitudes towards those who are different to them, and feel proud of the things that make them different themselves.

This includes teaching about lesbian, gay, bi and trans (LGBTQ+) people and themes. While Britain has made huge strides towards LGBTQ+ equality in recent decades, anti-LGBTQ+ bullying and language unfortunately remain commonplace in Britain's schools. A crucial part of tackling this problem is delivering a curriculum that includes LGBTQ+ people and their experiences.

Not only does this support all pupils to understand and celebrate difference, but it also sends a powerful message of inclusion to pupils and staff who are LGBTQ+ or who have LGBTQ+ family or friends. It's not surprising that in schools where LGBTQ+ pupils see their lives and identities reflected in what they learn, those pupils are less likely to be bullied for being LGBTQ+ and more likely to feel part of their school community.

This guide will show you how you can easily and naturally integrate LGBTQ+ issues throughout your curriculum. It provides tips, prompts and lesson ideas that can be incorporated into existing schemes of work.

We are hugely grateful to Pearson for sponsoring this guide. We hope you find it helpful in your work to ensure that all your pupils feel included, accepted and supported to reach their full potential.

## 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.

## Sharon Hague Senior Vice President, Schools, Pearson UK

Pearson is proud to sponsor this Stonewall guide. It forms an important strand of our ongoing relationship with Stonewall and reflects our own determination to ensure our products and programmes are inclusive of all groups in society.

It is a sad reality that homophobic, biphobic and transphobic bullying and anti-LGBTQ+ language continue to exist in society and in our schools and this has a clear impact on learners. Can LGBTQ+ learners achieve their full potential unless they feel comfortable in being open and authentic about their sexuality or gender identity in school? We believe the answer to that question is, too often, no.

Eradicating homophobic, biphobic and transphobic bullying will take time and will only happen if we all come together. Of course, ensuring that there is no anti-LGBTQ+ language in schools is vital but it is important to go further. LGBTQ+ students will only feel comfortable to be themselves if they also get to see themselves in their classrooms.

And to do that, teachers need materials. Stonewall, through its work with schools, is leading the way in tackling the issues head on. This report takes their work into a new area by providing those all-important easy to use materials for teachers.

At Pearson, we are supporting this drive both externally and internally. As we consider the design and content of our teaching products, so we must also consider the learning journey for each and every individual.

And alongside this, we need to get better at harnessing the power and experience of the different people that work for us. One way we do this is by supporting employee resource groups – networks of people who are passionate about making us better at being inclusive. As such, we are delighted that Spectrum UK, our LGBTQ+ employee resource group, has taken the lead in championing and working with Stonewall on this resource.

At Pearson, we have a simple mission: to help people make progress in their lives through learning. *Creating an LGBTQ+ inclusive Curriculum* can play an important part in helping us achieve this.

# INTRODUCTION



## Why build an inclusive curriculum?

An inclusive curriculum reflects the diversity of pupils' lives and experiences in modern Britain. It helps all pupils feel included, making them much more likely to engage with their learning and perform better.

But when it comes to learning about LGBTQ+ people and themes, many pupils report that these are absent from their curriculum. Stonewall's 2017 *School Report*, a survey of over 3,700 LGBTQ+ pupils in Britain's secondary schools, found that:

**Two in five** LGBTQ+ pupils are never taught anything about LGBTQ+ matters in school or college

**Three in four** LGBTQ+ pupils have never learnt about or discussed bisexuality in school

**Three in four** LGBTQ+ pupils have never been taught about or discussed gender identity and what trans means

This negatively impacts upon all pupils. When LGBTQ+ people and their experiences aren't discussed at school, it gives the impression that LGBTQ+ people don't exist, or that these issues shouldn't be discussed at school. It prevents pupils from understanding and celebrating difference.

When a curriculum reflects the diversity of the world we live in, including LGBTQ+ people, all pupils can be supported to develop inclusive and accepting attitudes towards those who are different to them, and feel proud of the things that make them different themselves.

## Impact on LGBTQ+ pupils

For LGBTQ+ pupils in particular, not learning about LGBTQ+ issues at school can leave them feeling isolated and unsupported: the 2017 *School Report* found that **more than two in five** LGBTQ+ pupils (43 per cent) don't feel part of their school community.



Because I'd never had the opportunity to discuss anything LGBTQ+ related at school, **I repressed my identity for a long time. I thought it was unnatural and something that was looked down on.**

**Grace**, 19, now at university (Wales)

Conversely, the study found that LGBTQ+ pupils who are taught positively about LGBTQ+ issues are much more likely to feel welcome, included and able to be themselves at school than those who aren't.

Addressing LGBTQ+ issues in the curriculum makes a difference to LGBTQ+ young people's attainment and sends a reassuring signal that it's OK to be LGBTQ+, which positively impacts on their wellbeing.

Delivering an LGBTQ+ inclusive curriculum also ensures that those pupils with same-sex parents, or with LGBTQ+ family or friends, see the people they know and love included in what they learn at school.

## Legal duties

The Equality Act 2010 outlines nine protected characteristics:



AGE  
DISABILITY  
GENDER REASSIGNMENT  
MARRIAGE AND CIVIL PARTNERSHIP  
PREGNANCY AND MATERNITY  
RACE  
RELIGION OR BELIEF  
SEX  
SEXUAL ORIENTATION

The Act protects people from unlawful discrimination, harassment, victimisation and any other conduct prohibited by or under the Act on the basis of any protected characteristic.

The Public Sector Equality Duty (s149(1) of the Equality Act 2010) places a duty on bodies carrying out public functions, in the exercise of those functions, to have due regard to the need to:

**Eliminate discrimination, harassment, victimization and any other conduct prohibited by or under the Act – including because of the protected characteristic of sexual orientation and gender reassignment.**

**Advance equality of opportunity – which may include the need to:**

- Remove or minimise disadvantages suffered by those who are LGBTQ+ that are connected to their LGBTQ+ identity
- Taking steps to meet the needs of LGBTQ+ people that are different to those who are not LGBTQ+
- Encouraging LGBTQ+ people to participate in public life or any other activity where participation is disproportionately low

**Foster good relations between persons who share a relevant protected characteristic and persons who do not share it – e.g. between LGBTQ+ pupils and those who are not LGBTQ+.**

In England, the [Equality Act 2010 \(Specific Duties and Public Authorities\) Regulations 2017/353](#) include specific duties such as publishing equality information at least once a year to show how you have complied with the duty (regulation 4), as well as setting specific and measurable equality objectives which should be prepared and published at least every four years (regulation 5). An example of this might include tackling homophobic, biphobic or transphobic bullying.

The Public Sector Equality Duty is a continuing duty of process rather than an obligation to achieve a particular outcome. The duty can be used to challenge a school, college or local authority's policies or decisions if, in coming to that decision, or formulating or implementing the policy, the body has not adequately taken into account the potential for discrimination or disadvantage based on a protected characteristic such as sexual orientation or gender re-assignment.

In thinking about the implementing the duty, it may be useful to consider:

- What do you know about the needs of LGBTQ+ communities in your school or college?
- How would you demonstrate what steps you are taking to engage with the LGBTQ+ communities in your school or college to understand their needs and experiences?
- How do these needs differ based on intersections with other protected characteristics, such as your children and young people or staff who are LGBTQ+ and of a particular faith?
- How far did you take into account the needs of your LGBTQ+ communities when you last developed or reviewed your bullying, uniform or behaviour policies?
- How far did you take into account the needs of your LGBTQ+ communities when you developed your co-curricular offers or admin processes?
- How far do you understand the experience of attainment of LGBTQ+ people when you plan your RSHE and wider curriculum?

## Tackling homophobic, biphobic and transphobic bullying



The 2017 *School Report* found that **nearly half** of LGBTQ+ pupils (45 per cent) – including **64 per cent** of trans pupils – are bullied at school for being LGBTQ+. We also know that many more young people experience homophobic, biphobic and transphobic bullying regardless of whether they are LGBTQ+ or not, simply because they are perceived to be different in some way (for example, because of the activities they like or the way they dress or speak).

It's impossible to tackle this bullying effectively without talking about LGBTQ+ people across all areas of school life, including in the curriculum. Bringing LGBTQ+ people to life in a curriculum that acknowledges and celebrates diversity of all kinds will make it easier for pupils to understand why discriminating against someone because of who they are is unacceptable. It will also help address any misconceptions or stereotypes that pupils have about LGBTQ+ people.



**LGBTQ+ issues need to be an important part of our curriculum in order for us to truly feel we are part of an equal society.**

**Joshua**, 19, now in employment (Scotland)

## HOW TO GO ABOUT IT



**Talking about LGBTQ+ issues in class doesn't need to be difficult or time-consuming and there are lots of opportunities to fit it easily into your existing schemes of work. The key is to highlight relevant links to LGBTQ+ people, themes and experiences when they come up.**

### Using this guide

This guide is designed to provide teachers with simple ways to include LGBTQ+ issues in a range of classes. Under each subject there are key tips for including LGBTQ+ issues in teaching, and one lesson idea.

Each can be freely adapted to suit the needs and abilities of individual schools and groups of pupils. Some lesson ideas specifically focus on sexual orientation and/or gender identity, while others are simple ways to incorporate LGBTQ+ issues into existing lessons, topics or schemes of work. While the resource is primarily aimed at students aged 11 to 16, most lesson ideas can be easily adapted for use with students aged 16+.

As part of your school's work to create a safe learning environment, it can be helpful to set ground rules as a class at the beginning of lessons which specifically focus on LGBTQ+ people and themes. These can include: respecting each other, not talking over other people or using discriminatory language, and respecting confidentiality. Ensure that you can signpost pupils with further questions to age-appropriate information and resources on coming out, finding local support and staying safe online.

**Bringing LGBTQ+ people to life in a curriculum that acknowledges and celebrates diversity of all kinds will make it easier for pupils to understand why discriminating against someone because of who they are is not acceptable.**

## **Supporting staff**

It's important to reassure staff that incorporating LGBTQ+ issues won't require them to make lots of changes to what they're doing. Addressing LGBTQ+ issues in the curriculum is more likely to be successful if it involves adjusting lessons, rather than developing new schemes of work.

You can support all staff to easily incorporate LGBTQ+ issues in their teaching by providing them with the ideas in this guide. You should encourage them to think about other areas of their subject where they can mention LGBTQ+ identities and related issues such as gender stereotypes. Try bringing staff from different subject areas together for a short planning session, encouraging them to share any examples they've already used, and feed in additional ideas of your own to support what others have come up with.

Don't forget to explain to staff why including LGBTQ+ issues is important, and use other Stonewall materials to boost staff confidence. Stonewall has a range of education resources, including guidance and teacher training DVDs, on topics including tackling homophobic, biphobic and transphobic language and online safety. These can be found at [www.stonewall.org.uk/our-work/education-resources](http://www.stonewall.org.uk/our-work/education-resources)

If staff have specific questions about supporting LGBTQ+ pupils or LGBTQ+ topics in general, you can refer them to Stonewall's guide *An introduction to supporting LGBTQ+ young people*, which is available on our resources page.

## **Whole school approach to LGBTQ+ inclusion**

Creating an inclusive curriculum should form part of a whole school approach towards celebrating difference, tackling homophobic, biphobic and transphobic bullying, and supporting LGBTQ+ pupils.

This includes everything from having widely promoted policies and procedures on preventing and tackling anti-LGBT bullying and language, to stocking books and films featuring LGBT characters and themes in the school library.

For toolkits, guidance and practical ideas to help you do this, visit Stonewall's education pages online ([www.stonewall.org.uk/education/get-involved](http://www.stonewall.org.uk/education/get-involved)) or contact our education team at [education@stonewall.org.uk](mailto:education@stonewall.org.uk)

# TOP TEN TIPS

[ 1 ]

## Get the basics right

Don't overcomplicate it. Delivering an inclusive curriculum is simply about ensuring that LGBTQ+ people are included in what you're teaching, whether in short examples or as the focus for a lesson or piece of work.

[ 2 ]

## Remember why it's important

LGBTQ+ people are part of every section of society. Discussing LGBTQ+ issues will prevent LGBTQ+ pupils from feeling isolated, reduce homophobic, biphobic or transphobic bullying, and prepare all pupils for life in modern Britain.

[ 3 ]

## Spot opportunities

Save time and resources by looking for opportunities to adjust what you already have, rather than developing lots of new content. Different opportunities will present themselves across different subjects.

[ 4 ]

## Keep it relevant

An LGBTQ+-inclusive curriculum needn't involve telling pupils everything there is to know about LGBTQ+ people – simply highlight relevant things as and when they come up.

[ 5 ]

## Support staff

Help staff with additional training and support. Assist them with any LGBT-related vocabulary they're unsure of, using the glossary that accompanies this guide to help. Support them to use language that is inclusive of LGBTQ+ people.

[ 6 ]

### **Share ideas**

Bring staff together to discuss ideas, identify cross-curricular links and share lesson plans. Pool your resources to save time and ensure high standards and consistency across the school.

[ 7 ]

### **Involve young people**

Provide ways for pupils to feed in their own suggestions about how to include LGBTQ+ issues in the curriculum. Ask pupils about what they'd like to learn and encourage them to include LGBTQ+ issues in their project work across different subjects.

[ 8 ]

### **Celebrate difference**

Link your inclusive curriculum work to the school's broader work to tackle bullying and celebrate difference. Create displays and use assemblies to send a clear signal that your school is a place where everyone is accepted without exception.

[ 9 ]

### **Know where to signpost**

Signpost pupils to accurate, age-appropriate information about LGBTQ+ issues in case of any questions. Stonewall's guide *An introduction to supporting LGBTQ+ young people* includes a list of resources and organisations.

[ 10 ]

### **Share success**

Link up with local schools and Stonewall School Champions to share ideas and lesson plans you've used. Celebrate your achievements with governors, parents and carers, and get in touch with Stonewall to share what you've been up to.

# ENGLISH



English (particularly English literature) gives all pupils the opportunity to develop culturally, emotionally and socially. It provides an invaluable way for pupils to discover things about their own identity and consider the identities of people around them. It also provides LGBTQ+ pupils with a vital opportunity to learn about people who they might share similar experiences with.

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## KEY WAYS TO GO ABOUT IT



- 1 Introduce LGBTQ+ authors and themes:** Study works of fiction by LGBTQ+ authors. Discuss how their LGBTQ+ identity and the culture they lived in might have influenced their writing, and include LGBTQ+ themes in discussions about representation in literature.
- 2 Compare depictions of LGBTQ+ characters and themes in different contexts:** Look at texts with LGBTQ+ themes and characters from different nations, eras and walks of life. Contrast the representation of LGBTQ+ characters in contemporary literature with older texts. What has or hasn't changed? How does this reflect societal change?
- 3 Explore representations of gender:** Support pupils to consider and discuss representations of masculinity, femininity and androgyny in writing. Talk about traditional gender roles and stereotypes (the basis of much anti-LGBTQ+ bullying) and why it's OK not to live up to them.
- 4 Set up speeches, discussions and writing activities on LGBTQ+ topics:** Support pupils to discuss topics such as same-sex marriage, or why it's important to challenge gender stereotypes. Set persuasive writing tasks relating to LGBTQ+ topics – for example a letter to the local council arguing against the closure of local LGBTQ+ services.
- 5 Include LGBTQ+ topics in teaching on grammar and language:** For example, when discussing pronouns, highlight their importance and what they tell us about a person's gender, linking to respecting people's choice of pronouns (including gender-neutral pronouns such as they/them). Explore how the English language has changed over time by planning a lesson on word etymology, using the word 'gay' as one example.



## ENGLISH LESSON IDEA

### LGBTQ+ authors – Jackie Kay

Jackie Kay was born in 1961 to a Scottish mother and a Nigerian father. She was adopted as a baby by a white Scottish couple, and grew up in Glasgow. The experience of being adopted by, and growing up within, a white family inspired her first collection of poetry, *The Adoption Papers* (1991).

#### Activity

Look at the poem *In my country*.

You can listen to a reading of the poem here: [www.poetryarchive.org/poem/my-country](http://www.poetryarchive.org/poem/my-country)

Ask pupils to think about the title, subject, form, language and voice of the poem.

*How does the speaker in the poem feel? Why else might people feel that they don't belong?*

Broaden the discussion and link with other poems that explore similar themes.

*What are the similarities and differences in the ideas explored?*

Use the following quote from an interview with Jackie Kay to think about race, sexual orientation, nationality and identity in literature. *'I think it just happens that I am black, Scottish and a lesbian – that's who I am and I'm quite proud of that. I think it's annoying because people only get defined by difference, so you don't get Ian McEwan or Martin Amis being described as 'heterosexual and middle-class'. It would be great if they had a white writers section in a bookshop, as it would be interesting to see how it challenges people's assumptions.'*

<http://LGBT.foundation/information-advice/challenge-homophobia-and-succeed/jackie-kay-mbe/>

What do pupils think of Jackie Kay's suggestion for a white writers section?

*Why do some bookshops have an LGBTQ+ section? What do pupils think? Does the school library contain books by LGBTQ+ authors and with LGBTQ+ themes? Should these be in a section or distributed throughout?*

Use the following quote, taken from an interview with the Guardian, as a starting point from which to explore the relationship between an author/poet's identity and their work: *'You want to be open about being gay – why would you not be open about being gay? But you don't want to be defined by it... Ultimately I'm a writer and I don't want my work or my characters to be constrained by the fact of me. I think a lot of writers feel like that.'*

[www.theguardian.com/books/2012/apr/27/life-writing-jackie-kay](http://www.theguardian.com/books/2012/apr/27/life-writing-jackie-kay)

#### Discussion

Jackie Kay's first novel, *Trumpet* is the story of eminent jazz trumpeter Joss Moody and the revelation, after his death, that he was trans. His story is told through the eyes of his wife and different characters who become involved in his story after it becomes front-page news. *Trumpet* is inspired by the real-life story of the jazz trumpeter Billy Tipton.

Choose an extract from the novel *Trumpet* and explore race, gender, gender identity, love, creativity, loss, home and belonging with pupils.

*Do all LGBTQ+ authors write about 'LGBTQ+ themes'? What are 'LGBTQ+ themes' – is there such thing? How might an author's sexual orientation and/or gender identity influence their work, even if they aren't writing about LGBTQ+ issues or experiences explicitly?*

#### Other poets, novelists and playwrights could include:

Adrienne Rich, Aphra Behn, Alice Walker, Allen Ginsberg, Audre Lorde, Christopher Isherwood, E M Forster, Emily Dickenson, Gertrude Stein, James Baldwin, Jeanette Winterson, Patricia Highsmith, Paul Bowles, Sarah Waters, Siegfried Sassoon, Tennessee Williams, Truman Capote, Virginia Woolf, Walt Whitman, Wilfred Owen, William Shakespeare

# MATHS



Delivering an LGBTQ+-inclusive maths curriculum requires a simple light-touch approach. Use inclusive language and examples that include different families, and take opportunities to mention LGBTQ+ people in the field of maths and related disciplines.

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## KEY WAYS TO GO ABOUT IT



- 1 Include references to LGBTQ+ people and different family structures in teaching:** For example, *'Mr X & Mr Y want to know how much it will cost to have a holiday in Italy if...'*, *'Lila's mums are trying to calculate...'*
- 2 Use research into the experiences of LGBTQ+ people:** As part of your work on statistics, percentages and fractions, use Stonewall's research into the experiences of LGBTQ+ people (such as *School Report 2017* and *Unhealthy Attitudes 2015*). Look at the ways data is collected, presented and used in different settings and around the world to advocate for different issues, including LGBTQ+ equality.
- 3 Highlight LGBTQ+ mathematicians:** Make reference to the contributions of LGBTQ+ mathematicians and LGBTQ+ figures in related disciplines, such as Alan Turing (mathematician and code-breaker), Tim Cook (CEO of Apple), Sophie Wilson (British scientist and computer engineer) and Lynn Conway (American scientist).
- 4 Examine arguments for and against capturing data on sexual orientation and gender identity:** Use documents published by different bodies, including the Office for National Statistics (ONS), to discuss: *Why doesn't our census currently capture people's sexual orientation and gender identity? What would be the advantages of capturing this information in future censuses? What are some of the potential barriers to collecting this information?*



# MATHS LESSON IDEAS

<p><b>Starter activity</b></p> <p><b>Main activity</b></p> <p><b>Group activity</b></p>	<h2>Codebreaking</h2> <p>Discuss with pupils: <i>Who uses codes? What are they used for? Why are they useful?</i></p> <p>Ask pupils to share examples of how codes have been, or are, used. Explain that codes are everywhere and bring up examples that pupils may not have thought of such as: ISBN codes, encrypted data on the internet, television broadcasting and apps.</p> <hr/> <p>Explain that Alan Turing was a famous mathematician who played a vital role in cracking the Enigma code during World War II. Provide pupils with some information about Alan Turing's life, including the arrest and trial for his relationship with another man. You could also use the following article to talk about the historical treatment of gay people by the secret services: <b><a href="http://www.theguardian.com/world/2016/apr/16/gchq-chief-apologises-for-horrifying-treatment-of-alan-turing">www.theguardian.com/world/2016/apr/16/gchq-chief-apologises-for-horrifying-treatment-of-alan-turing</a></b></p> <p>Play the short clips on this page which summarise how an Enigma machine works and how Turing broke the Enigma code: <b><a href="http://www.bbc.co.uk/history/topics/enigma">www.bbc.co.uk/history/topics/enigma</a></b></p> <p>Set pupils a code-breaking task using algebra.</p> <hr/> <p>Split the class into small groups and ask them to develop their own code for the other groups to crack.</p> <p>Pupils move around the classroom decoding to find the hidden message. For each challenge they are given a set amount of time. Each team gets a score depending on how many codes their team solves.</p>
<p><b>Discussion</b></p> <p><b>Task</b></p>	<h2>Using Stonewall's research</h2> <p>Stonewall has a wealth of research on LGBTQ+ issues online (<b><a href="http://www.stonewall.org.uk/our-work/stonewall-research">www.stonewall.org.uk/our-work/stonewall-research</a></b>). Research areas include anti-LGBTQ+ bullying in schools, knowledge and attitudes of health and social care workers towards LGBTQ+ people, and anti-LGBTQ+ hate crime.</p> <p>Stonewall research reports can be used as the basis for lessons as part of pupils' work on statistics, fractions and percentages. Looking at particular reports (such as <i>School Report 2017</i> or <i>Unhealthy Attitudes 2015</i>), consider and discuss with pupils:</p> <ul style="list-style-type: none"><li>– <b>Different ways of collecting and presenting different types of data:</b> Ask pupils: <i>what are the advantages and disadvantages of using quantitative and qualitative data? How is data presented in different graphs?</i></li><li>– <b>Tracking changes over time:</b> Make comparisons with previous reports on the same issue, focusing on how things have changed. Compare the 2012 and 2017 <i>School Reports</i>, or the 2009 and 2014 <i>Teachers' Reports</i>.</li><li>– <b>How data collected in reports has been used to advance equality for LGBTQ+ people:</b> Discuss how Stonewall uses evidence to develop recommendations in each report for key stakeholders which outline what they can do to further LGBTQ+ equality.</li></ul> <hr/> <p>Set pupils the project of conducting their own data collection focusing on a topical issue within school, such as bullying or pupils' attitudes towards healthy living. Once pupils have collected and written up their data, ask them to develop recommendations for different sections of the school community, such as parents and carers, senior leadership team, governors, or other pupils.</p>

# SCIENCE



Making science LGBTQ+ inclusive requires a straightforward approach. LGBTQ+ people have made vital contributions to the field of science and related disciplines, and science lessons provide an excellent opportunity to celebrate them. Take the opportunity to challenge gender stereotypes and ensure that any teaching on relationships and sex is inclusive of LGBTQ+ people.

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## KEY WAYS TO GO ABOUT IT



- 1 Use inclusive language and examples:** Use language and examples that include LGBTQ+ people when setting questions. For example, *'two women would like to have a baby together, and the doctor recommends they use In Vitro Fertilisation (IVF)'*.
- 2 Discuss sexual orientation and gender in an objective way:** Use factual information to talk about sexual orientation and gender in a non-emotional, non-judgemental way. Talk about same-sex attraction as a natural fact in other species and draw out examples of family diversity across species. For example, ask pupils to examine species where male parents take the primary role of caring for and raising their children.
- 3 Highlight LGBTQ+ scientists and figures in related disciplines:** Include LGBTQ+ scientists or figures in related disciplines (such as Francis Bacon or Louise Pearce) and highlight the contributions they have made to the field of science. Invite a Stonewall School Role Model with a STEM background to speak to pupils about their work and experiences.
- 4 Explore gender stereotypes and barriers to participation in science, technology, engineering and mathematics (STEM) subjects:** Discuss how gender stereotyping can act as a barrier to participation in STEM subjects, and link them to the negative impact they can have on LGBTQ+ people. Work with the careers department to arrange visits from people from a range of backgrounds working in STEM careers and encourage pupils to take on work experience placements in STEM workplaces.

### TEACHING ABOUT RELATIONSHIPS AND SEX IN SCIENCE LESSONS

Stonewall's 2017 *School Report* found that just one in five LGBTQ+ pupils had been taught at school about safe sex and contraception in relation to same-sex relationships. Without information in this area, LGBTQ+ young people are less likely to feel equipped to practice safe sex and are more likely to feel isolated and take risks. It is therefore vital that teaching about sex and relationships in biology takes into account the needs of LGBTQ+ pupils. To do this:

- Ensure your school's relationships and sex education (RSE) policy explicitly refers to LGBTQ+ people
- Deliver content with LGBTQ+ pupils in mind, for instance by using language that includes different kinds of relationships (for example, use partner instead of boyfriend/girlfriend) and avoiding the assumption that pupils will only be attracted to people of a different gender
- Refer to different types of sex, including same-sex sex, and talk about different ways to practice safe sex
- Provide a range of information and signposting to pupils that is inclusive of LGBTQ+ people. Suggestions can be found in Stonewall's guide, *An introduction to supporting LGBTQ+ young people*, available online.

For more support and help on how to make your RSE curriculum more inclusive, please contact Stonewall's Education team.

Brighton and Hove City Council and Allsorts Youth Project have created a list of key tips for teaching LGBTQ+-inclusive RSE, available at [www.sexeducationforum.org.uk/media/40780/LGBT-inclusive-RSE\\_BHCC.docx](http://www.sexeducationforum.org.uk/media/40780/LGBT-inclusive-RSE_BHCC.docx)



## SCIENCE LESSON IDEA

### Starter activity

### Participation in science

Put the following statistics on the board and ask pupils to respond with their thoughts:

- Just **13 per cent** of science, technology, engineering and maths (STEM) workers are women
  - The UK has the lowest percentage of female engineering professionals in Europe, at **less than 10 per cent**
  - Men make up around **85 per cent** of UK engineering graduates and **82 per cent** of computer science graduates
  - There is now very little gender difference in take up of and achievement in core STEM GCSE subjects
  - **Two thirds** of engineering employers say a shortage of engineers in the UK is a threat to their business
- (Sources: [www.wes.org.uk/statistics](http://www.wes.org.uk/statistics) and [www.wisecampaign.org.uk/resources](http://www.wisecampaign.org.uk/resources)).

Ask pupils:

- *What statistics do you find the most surprising?*
- *What conclusions can we draw from these statistics about women's participation in science?*

### Main activity

Write the following statistic on the board:

- *Just 20 per cent of pupils studying A-level physics are girls*

Ask pupils to list the disadvantages for individuals and wider society if only one fifth of those studying A-level physics are girls. Are there other subjects where pupils think girls are underrepresented, or where boys are underrepresented?

Present a question posed by Dr Alice Roberts, an English anatomist, to pupils: *'If you go to a school where there are no girls studying A-level physics, how do you start encouraging them?'*

Discuss with pupils how different groups and organisations (including schools, universities, young people, STEM businesses and organisations, professional science bodies and the Department for Education) could address this problem.

Ask pupils to devise a campaign targeted at one of these groups which addresses the issue in more detail, using the internet to help them research.

### Discussion

Explain to pupils that different organisations are taking steps to attract a diverse range of people, including LGBTQ+ people, to enter careers in STEM professions.

Introduce pupils to the LGBTQ+ STEMinar, an annual conference dedicated to increasing the visibility of LGBTQ+ people in STEM professions ([www.lgbtstem.wordpress.com/LGBT-steminar-2017](http://www.lgbtstem.wordpress.com/LGBT-steminar-2017)).

Ask pupils to discuss:

- *Why is it important that diverse groups of people, including LGBTQ+ people, enter STEM professions?*
- *How might an event like the LGBTQ+ STEMinar help attract LGBTQ+ people to enter STEM professions?*

# ART



An inclusive art curriculum will include references to LGBTQ+ artists, making sure their sexual orientation and/or gender identity is discussed as part of their identity. Provide opportunities for pupils to debate and think critically about key ideas that relate to LGBTQ+ people and experiences, such as relationships and personal identity.

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## KEY WAYS TO GO ABOUT IT



- 1 Introduce LGBTQ+ artists and themes:** Study the works of LGBTQ+ artists and examine how they explore their lives and identity through their art. Ask pupils to consider how and whether their LGBTQ+ identity, alongside their other identities, has influenced their art.
- 2 Explore representations of gender and relationships in art:** Support pupils to consider how masculinity, femininity, androgyny and different relationships (including same-sex relationships) are presented in pieces of art.
- 3 Examine the context that art is created in:** Consider culture and traditions around gender and sexual orientation when exploring how artists are influenced by their experiences and environment. Look at how representations of gender and sexual orientation have changed over time, from ancient Greek depictions to the present day, and explore why.
- 4 Highlight the role played by art in changing society:** Explore the way that art has been, and is being, used to effect social and political change, including LGBTQ+ equality, race equality and tackling climate change.
- 5 Support pupils to explore their own identities in their art:** Help pupils think about the relationship between identity and art, including the art they create. Ask pupils to consider the role that art can play in helping people to express and understand their own identity.



## ART LESSON IDEA

### Identity and self-portrait – Frida Kahlo

#### Activity

Provide pupils with a brief biography of bi artist Frida Kahlo and some examples of her work (available at: [www.frida-kahlo-foundation.org/biography.html](http://www.frida-kahlo-foundation.org/biography.html)). Discuss:

*How does Frida Kahlo challenge stereotypes and use symbols and stereotypes of femininity in her work? How did Frida Kahlo undermine gender stereotypes during her life (for example by wearing traditionally male clothes, exaggerating features like her moustache or eyebrows)?*

Ask pupils how they think Kahlo's self-portraits might have been influenced by the Mexican macho culture she was a part of, her mixed German-Mexican ancestry and her husband's strong nationalism in his art. Ask how they think her disability, which stemmed from developing polio at the age of six, and being involved in a bus accident when she was 18, influenced her work and approach.

Link to other artists who experiment with and challenge female stereotypes, and other stereotypes around gender, in their art and lives. Discuss whether gender stereotypes are still visible in different art forms today. Discuss examples and ask pupils to share any artists they know who challenge gender stereotypes through their work.

Look at *The Two Fridas* (1939) and ask pupils for their reactions to the portrait. Ask them to focus on different aspects, such as the clothes worn by each Frida in relation to national and cultural identity, and the hearts, scissors and blood in relation to fertility and femininity.

Ask pupils to write down three words to describe their own identity and to build a self-portrait (using an appropriate art form) using the three words as the basis of the work. Ask pupils to explain their work to each other and the ways in which it combines, subverts or reinforces stereotypes.

Link to artist Cindy Sherman who plays with identity by manipulating photographs and taking photographs of herself in costumes, wigs, makeup, with accessories, masks and prosthetic body parts (more information available at: [www.theartstory.org/artist-sherman-cindy.htm](http://www.theartstory.org/artist-sherman-cindy.htm)), and to Andy Warhol's 1986 self-portrait. Ask pupils why artists might play around with representations of themselves in such a way.

#### Discussion

Ask pupils to think about a time when they, or someone else they know, has been affected by cultural, social or familial expectations around gender – for example expectations that boys shouldn't cry, or that girls shouldn't play football. Ask each pupil to come up with a gender role or stereotype they think it's important to challenge and to create a second self-portrait using one of the techniques used by Cindy Sherman, or another artist they've been inspired by.

#### Other LGBTQ+ artists:

Adi Nes, Albrecht Becker, Alvin Baltrop, Andy Warhol, Annie Leibovitz, Cecil Beaton, David Hockney, Félix González-Torres, Gilbert & George, Hannah Höch, Jasper Johns, Keith Haring, Rotimi Fani-Kayode, Zackary Drucker.

# DRAMA



Drama offers a wealth of opportunities for pupils to explore LGBTQ+ identities and themes in texts, and to develop empathy and understanding around related issues, such as anti-LGBTQ+ bullying and the importance of respecting others and celebrating difference.

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## KEY WAYS TO GO ABOUT IT



- 1 Introduce LGBTQ+ playwrights and themes:** Study plays by LGBTQ+ playwrights (such as those listed on the following page) and include LGBTQ+ themes in discussions about representation in literature. Explore how playwrights have been influenced by their experiences and environment, including culture and traditions around gender and sexual orientation.
- 2 Review social change in plays through the ages:** Look at plays with LGBTQ+ themes and characters from different countries, eras and walks of life. Contrast the representation of LGBTQ+ characters in contemporary plays with older plays. What has or hasn't changed? How does this reflect societal change?
- 3 Run creative exercises based on LGBTQ+ themes or characters:** Run drama exercises that allow pupils to think about social issues, including LGBTQ+ topics, in more detail. For example, give pupils a theme, such as coming out, identity or gender, and ask them to improvise. Use this as a basis to start a discussion and challenge stereotypes on lots of different issues. Alternatively, ask pupils to choose characters from plays or films that explore LGBTQ+ issues and create a series of character video diaries.
- 4 Ensure drama activities reflect diversity:** Encourage representation of a diverse range of characters and families in all drama activities to reinforce positive messages about difference.
- 5 Link up with other year groups, schools and colleges:** Support pupils to create their own drama piece on an LGBTQ+ topic, such as coming out or tackling homophobic, biphobic and transphobic bullying. Organise performances for other year groups, schools and colleges, to encourage pupils throughout the local community to consider these issues, and consider filming the piece to share at school events (such as parents' evenings) or with other schools.



## DRAMA LESSON IDEA

### Activity

### Preventing and challenging bullying

Ask pupils to create a list of words they associate with the word 'bullying' – for example 'insider', 'outsider', 'ostracised' or 'prejudice'. Once pupils have created their list, explain that they will be using drama to think about situations where bullying occurs, what can lead to or follow bullying, and how bullying can be prevented and challenged in school.

Set the scene for pupils – for example a playground, the school bus, or a football pitch. Explain that pupils will play a character of their own invention in this scene, keeping the list of words they have made in mind.

Ask pupils to stand in a circle and step one at a time into the scene, using their body and facial expressions to create a character. Allow the scene to develop for a few minutes, before pausing it, asking each pupil for a word to describe their character's actions, thoughts and feelings.

Use the scene to start a discussion about bullying, asking pupils:

- *Who were the insiders and outsiders in the scene?*
- *Who was being bullied? Who were the perpetrators, and what motivated them?*
- *Who were the bystanders in the situation?*
- *How did different characters feel in the situation? How did this impact on their actions?*

Ask pupils to step back into the original scene they had created. Tell one pupil, without letting the others hear, that this time they will create a new character who steps in and take positive action. Once they have done this, ask them for a word to describe their action.

Resume the scene, asking the other characters to take positive action as well so that the original scene is transformed.

Ask pupils to think about ways to safely challenge the bullying they experience or witness at school, as well as ways to support friends or peers who have been bullied. Remind pupils of the school's anti-bullying policies or places to access support.

### Extension activity

Task pupils with doing a piece of improvised drama where they try out the different strategies to challenge bullying and support bullied peers. Show the video for Stonewall's **#NoBystanders** campaign, which can be found at [www.stonewall.org.uk/NoBystanders](http://www.stonewall.org.uk/NoBystanders). Ask pupils to create an inverse of the campaign video, where instead of saying insulting and bullying remarks, pupils act out a chain of kindness that shows the domino effect of being compassionate towards those who are different.

### LGBTQ+ playwrights include:

Alan Bennett, Gertrude Stein, Jewelle Gomez, Lorraine Hansberry, Noel Coward, Oscar Wilde, Paula Vogel, Robert Lepage, Stella Duffy, Tennessee Williams, Terrence Rattigan, Tony Kushner, Truman Capote.

# GEOGRAPHY



Geography provides the opportunity to learn about the relationship between people and their environment. Use human geography to talk about the experiences of different groups of people, including LGBTQ+ people, in Britain and around the world.

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## KEY WAYS TO GO ABOUT IT



- 1 Highlight the experiences of LGBTQ+ people in teaching on migration:** Explore the push and pull factors that might lead different population groups, including LGBTQ+ people, to migrate internally and internationally.
- 2 Include LGBTQ+ people when examining urbanisation and changes in rural and urban areas:** Discuss the factors causing population segregation in urban areas. For example, why might certain cities have LGBTQ+-friendly neighbourhoods? Discuss how the location of services, support and social activities in rural and urban areas of Britain affects LGBTQ+ people.
- 3 Discuss LGBTQ+ people in relation to tourism:** When learning about tourism, explore why people (including LGBTQ+ people) are more likely to travel to particular places and not others. Discuss how travel companies target different groups of people, including LGBTQ+ people.
- 4 Use research into the experiences of LGBTQ+ people:** Look at the experiences of LGBTQ+ people in Britain and other countries around the world, using research produced by Stonewall and other organisations (available at: [www.stonewall.org.uk/our-work/stonewall-research](http://www.stonewall.org.uk/our-work/stonewall-research) and [www.ilga.org](http://www.ilga.org)). Use maps and graphs to compare the experiences of LGBTQ+ people in different countries around the world.



# GEOGRAPHY LESSON IDEA

## Migration

### Activity

Ask pupils to match up definitions with terms relating to different types of migration: **forced, voluntary, temporary, permanent, internal, international.**

Now ask pupils to match definitions with terms relating to the reasons that people migrate: **economic, political, environmental, social.**

Ask pupils to think about the area they live in and write down what they like and don't like about it. *Who thinks they will stay there when they're older? Why? What might make them stay or move?*

Introduce pupils to the concept of push and pull factors, and give pupils a list of push and pull factors (available at: [www.bbc.co.uk/schools/gcsebitesize/geography/migration/migration\\_trends\\_rev2.shtml](http://www.bbc.co.uk/schools/gcsebitesize/geography/migration/migration_trends_rev2.shtml)). Provide profiles of different groups who have migrated. Ask pupils to match each person or group they've been given with the category of migration they fall under, as well as the push or pull factors affecting them.

Share some examples of migration patterns (examples available at: [www.nationalgeographic.org/activity/exploring-modern-human-migrations](http://www.nationalgeographic.org/activity/exploring-modern-human-migrations)).

Now give pupils a world map of LGBTQ+ rights worldwide from the International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA), available online at [www.ilga.org](http://www.ilga.org). Print the map in colour but block out the colour code from the map. Explain that this is a map of LGBTQ+ rights across the world. Give pupils the task of working out individually, or in small groups, what they think the colours represent. Ensure you cover the rights of lesbian, bi and trans people as well as gay men.

Provide pupils with examples of different groups of people, including LGBTQ+ people. Decide what push and pull factors might apply to the different groups. You could also adapt this lesson to focus on a specific push or pull factor, for example forced migration, asylum, and the persecution of minorities, including LGBTQ+ people.

### Discussion

**What are the benefits and difficulties of migration?** Think about this from the perspective of both the individual migrating and the countries receiving migrants.

Ask pupils to create a table of these benefits and difficulties, or use a series of case studies to get pupils thinking more specifically about the advantages and disadvantages. One of these could be an LGBTQ+ example.

### Template case study

José is 31 and lives in a small village in rural Southern Spain. He doesn't have any children but has a partner, Ben. José wants to move to London because he is struggling to find a job. He has a degree in computer engineering and speaks some English and French. A lot of José's friends have moved abroad to find work, mainly to Germany and England. Some of them are working in bars and cafés until they can find a job in their profession. But a friend José went to university with recently moved to England and has found a job in a technology firm. José thinks there are more job opportunities in Germany but is worried that he doesn't speak German, so decides to give London a go.

- *What are the push and pull factors for José?*
- *What are the benefits and challenges that José might face?*

# HISTORY



History provides the opportunity to develop pupils' knowledge of the role that LGBTQ+ people have had in Britain and the wider world throughout the ages. Looking at LGBTQ+ equality, how this has changed over time, and the diversity and accomplishments of LGBTQ+ people throughout history can provide inspiration and help challenge stereotypes.

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## KEY WAYS TO GO ABOUT IT



- 1 Examine how LGBTQ+ equality has changed over time:** When discussing social change, explore the experiences of LGBTQ+ people throughout history and look at the progression of LGBTQ+ equality in Britain and overseas. Tie your work in with key historical concepts, such as cause and consequence, contrast, trends, contrasting arguments and interpretations.
- 2 Compare social movements:** Compare and contrast the LGBTQ+ equality movement to other equality movements such as the women's suffrage movement or the US civil rights movement. Study the links between different social justice movements. Put together an 'Equality in Britain' timeline that includes key moments for equality for different groups.
- 3 Use research into the experiences of LGBTQ+ people:** Use Stonewall's research (available online at: [www.stonewall.org.uk/our-work/stonewall-research](http://www.stonewall.org.uk/our-work/stonewall-research)) to explore how the legal and social situation for LGBTQ+ people in Britain has changed over the past three decades.
- 4 Highlight LGBTQ+ historical figures:** Explore the relevance of personal identity and circumstance when studying key historical figures. Include LGBTQ+ historical figures (for example, Alan Turing, Audre Lorde, Harvey Milk, James Baldwin, Marsha P Johnson, Stormé DeLarverie, Sylvia Rivera, Virginia Woolf and W H Auden), and figures who challenged gender stereotypes, LGBTQ+ or otherwise.



## HISTORY LESSON IDEA

### Activity

### The miners' strike 1984-85

Ask pupils what they already know about the miners' strike.

*Who were the key groups or people involved?*

For example:

**Brenda Procter, Chair of National Women Against Pit Closures**

**Margaret Thatcher, Prime Minister**

**Lesbians and Gays Support the Miners (LGSM)**

**Arthur Scargill, Leader of the National Union of Mineworkers (NUM)**

Give pupils a list of key events and ask them to place these in chronological order. Alternatively, provide a brief background sheet.

Ask pupils to research causes and consequences of the following events:

1984 – The National Coal Board announces it will close 20 mines with the loss of 20,000 jobs

1985 – The Union of Democratic Mineworkers is established

1985 – The strike ends following a National Union of Mineworkers vote to return to work

Provide pupils with a list of quotes without saying who they are attributed to. This might include miners, children, miners' partners, politicians and police. Ask pupils to match the quotes with the correct person or group.

Ask pupils to come up with answers to the following questions: *Who was to blame for the strike? Was it fair to close the mines?*

Ask pupils to research which groups were allies to the miners. *What were the motivations of these groups?*

Ask pupils to decide what they think are the two strongest arguments for closing the pits and the two strongest arguments for keeping the pits open. As homework, pupils should write up the reasons for their choices. Alternatively, this could be a group discussion at the end of the lesson.

Show the film *Pride* if it is appropriate for the age of the pupils (rated 15). Split pupils into small groups to answer the following questions:

*a. What was the effect of Lesbians and Gays Support the Miners involvement in the miners' strike? How important was their involvement?*

*b. How useful is the film Pride in terms of finding out about the miners' strike? (Think about the different sources that informed the film.)*

*c. Why are allies important for groups who are fighting for equality? How can non-LGBTQ+ people be allies to the LGBTQ+ community nowadays?*

### Extension activity

Ask pupils to identify two different cases in history where groups campaigning on different social issues have formed alliances. Ask pupils to compare these cases, examining in each instance:

- The reasons why the different groups decided to work together
- The opportunities and challenges involved in forming an alliance for the groups involved
- The impact of the alliance in driving social change, and the reasons why some alliances have been more successful than others throughout history

# MEDIA STUDIES



Help pupils think critically about the representation of LGBTQ+ people and gender across different forms of media, including magazines, newspapers, television, music videos and social media. Ask them to reflect on how this representation shapes their perceptions of LGBTQ+ people and consider how representation has changed over time.

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## KEY WAYS TO GO ABOUT IT



- 1 Explore the representation of LGBTQ+ people across different media:** Discuss with pupils how LGBTQ+ people are represented in the media today, and tie this in with broader work on values in the media, interpretations of different events, and bias or balance regarding LGBTQ+ people.
- 2 Examine the relationship between the media and LGBTQ+ equality:** Discuss whether the media has been a help or a hindrance for LGBTQ+ equality. Provide a set of sources (including newspaper articles, adverts and TV programmes) that reference specific events, for example, the repeal of Section 28 or the passing of equal marriage. Ask pupils to examine the role played by the media in influencing these events.
- 3 Discuss the use of gender stereotypes in the media:** Explore how gender is represented in the media. How do gender stereotypes relate to or affect LGBTQ+ people? How do they also affect other groups of people who aren't LGBTQ+?
- 4 Compare and contrast media representation:** Discuss how the media portrayal of LGBTQ+ topics has changed over time using articles from previous decades. Challenge pupils to think of other equality movements, such as feminism or anti-racist movements, and examine their representation in the media. Consider how it has been different or similar to media portrayal of LGBTQ+ topics and events.
- 5 Create activities featuring LGBTQ+ themes:** For example, take a series of real headlines relating to LGBTQ+ people or themes, and ask pupils to write their own articles. Afterwards, give pupils the original article and see if it matches up. Link up with the Drama department by asking pupils to film an anti-bullying play and develop promotional campaigns to show it at school and community events.



## MEDIA STUDIES LESSON IDEA

### Unseen on Screen

#### Activity

Ask pupils what they think about the representation of LGBTQ+ people in the media.  
Give them two minutes to write down as many LGBTQ+ people in the media as they can think of.

#### Discussion

Ask pupils:

*How easy was that activity to do? Was it easier for some strands of LGBTQ+ than others (for example, was it easier to think of lesbians than bi people)? How many names do you think you would have written for a different group (for example, straight people or women)?*

Put pupils in groups to identify themes, using the following questions as prompts:

*What are the similarities and differences between the people you've identified?*

*Are lots of different LGBTQ+ people mentioned or are some groups less visible? For example, are there parents, women and people from a range of ethnic backgrounds?*

Ask groups to feed back to the whole class and then discuss:

*Why is it important that different types of people are represented in the media?*

*Are the examples of LGBTQ+ people portrayed positively or negatively?*

Share key statistics and quotes from Stonewall's *Unseen on Screen* report about the impact of representation in the media for young LGBTQ+ people (available online at: [www.stonewall.org.uk/resources/unseen-screen-2011](http://www.stonewall.org.uk/resources/unseen-screen-2011)).

Discuss with pupils:

*How do you think LGBTQ+ representation in the media has changed since the report was written in 2011? What improvements have been made? What still needs to be improved?*

#### Extension activities

1. Pupils can create their own version of Stonewall's *Unseen on Screen* report based on the opinions of members of the school community. This could take the form of a poster, online blog or video. As in the report, pupils should incorporate recommendations for TV broadcasters.

Pupils can be guided by the following questions:

- *What do people at our school think about the representation of LGBTQ+ people on TV?*
- *Does it change the way they think about LGBTQ+ people?*
- *Do they have a positive or negative impression?*

You could also look at how women and people from different backgrounds are represented.

- *How do you think representation can be improved?*
- *Are specific events like an LGBTQ+ film festival a good idea?*

2. Discuss the Independent's *Rainbow List*, an annual list of the 100 most influential LGBTQ+ people in Britain.

Ask pupils: *Is this list important or necessary? Why, or why not?*

Ask pupils to create their own list with reasons for why they have picked these people. You can also broaden this activity out to include other types of diversity.

# MODERN FOREIGN LANGUAGES



Ensure teaching on modern foreign languages (MFL) is inclusive by incorporating LGBTQ+ themes into speaking, listening, reading and writing activities. Include vocabulary on same-sex families, gender and identity to allow pupils to discuss these important topics with inclusive language.

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## KEY WAYS TO GO ABOUT IT



- 1 Introduce LGBTQ+ specific vocabulary:** Use vocabulary on same-sex couples, gender and LGBTQ+ people when covering topics such as family life (for example 'my two mothers/fathers'), relationships, friendships and identity. Give pupils different ways to practise this vocabulary: for example, provide English language case studies of LGBTQ+ campaigners, and ask pupils to translate their case study or hold a conversation about it with another student.
- 2 Use foreign language texts with LGBTQ+ themes:** Use excerpts from films in the target language that feature LGBTQ+ characters or themes, books that deal with LGBTQ+ topics, or work by LGBTQ+ authors. Ask pupils to draft author biographies, read extracts out loud, complete dictations, answer comprehension questions or translate sentences and paragraphs from the texts.
- 3 Explore the experiences of LGBTQ+ people living around the world:** Compare laws and public attitudes in Britain with other countries using information from Stonewall and international LGBTQ+ organisations to help. Discuss topics such as equal marriage, same-sex adoption and legislation around gender identity in the target language.
- 4 Link up with other departments:** Identify where your curriculum overlaps with other subjects and tie in your work with them. For example, ask pupils to write in the target language about the Rainbow Laces sports campaign and their LGBTQ+ sports heroes, or work with the Drama department to introduce pupils to the work of foreign LGBTQ+ playwrights or poets (for example, the Spanish poet Lorca).



# MODERN FOREIGN LANGUAGES LESSON IDEA

<b>Starter activity</b>	<h2>Designing a campaign</h2> <p>Use Stonewall's <i>Some People Are Gay, Get Over It!</i> posters in foreign languages to start discussion. Explain that the slogan was first used by Stonewall in 2007 on billboards, in railway stations and on buses across Britain and mention that posters were also sent to all secondary schools.</p> <p>Provide a short description of Stonewall in the target language that includes when it was founded and why, and what its priorities are today (all at <a href="http://www.stonewall.org.uk/aboutus">www.stonewall.org.uk/aboutus</a>).</p>
<b>Main activity</b>	<p>Split pupils into groups and provide them with key statistics on homophobic, biphobic and transphobic bullying from Stonewall's 2017 <i>School Report</i> in your chosen language. For example:</p> <ul style="list-style-type: none"><li>– <b>45 per cent</b> of LGBTQ+ young people – including <b>64 per cent</b> of trans young people – are bullied in Britain's secondary schools for being LGBTQ+</li><li>– <b>Half</b> of LGBTQ+ pupils (52 per cent) hear homophobic language 'frequently' or 'often' at school</li><li>– <b>Fewer than a third</b> of bullied LGBTQ+ pupils (29 per cent) say that teachers intervened when they witnessed the bullying</li></ul> <p>See <a href="http://www.stonewall.org.uk/schoolreport">www.stonewall.org.uk/schoolreport</a> for more statistics.</p> <p>Ask pupils to focus on one area, for example homophobic, biphobic or transphobic language, and create a campaign on the issue in the target language. This should include:</p> <ul style="list-style-type: none"><li>– A brief explanation of the issue and key aim of the campaign.</li><li>– A slogan which can be used on posters and t-shirts to raise awareness of this problem and the campaign.</li></ul> <p>Next, ask pupils to prepare a short speech or letter on the issue, addressed to someone of influence - for example, a government minister or department, young people in schools, parents or carers, media outlets, celebrities or public figures. They should include one key ask to help change the situation.</p>
<b>Extension activity</b>	<p>Show pupils ILGA Europe's Pride calendar (available online: <a href="http://www.ilga-europe.org/resources/pride-event-calendar">www.ilga-europe.org/resources/pride-event-calendar</a>) and discuss the European cities that host Prides and when. <i>What is Pride? Why does it exist? What positive and negative effects – for different groups of people – might Pride have in countries that are not so LGBTQ+-inclusive?</i></p> <p>Ask pupils to describe some photos of Pride events from different eras and countries. Give pupils some short information on the history of Prides for pupils, to help them practise vocabulary about these events.</p> <p>Provide examples of other community or public events that take place in different parts of the world, for example demonstrations, or cultural events like the Notting Hill Carnival in London and Kings Day in Holland.</p>

# MUSIC



Music is created and performed by people in every culture and community, so it makes sense to acknowledge and celebrate its links to LGBTQ+ people. Discuss how music reflects the emotions and lives of those who write and perform it. Help pupils think about how music acts as a form of communication on important issues, and explore the role it can play in advocating for change, including LGBTQ+ equality.

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## KEY WAYS TO GO ABOUT IT



- 1 Explore music and emotion:** Ask pupils to consider the emotions that pieces of music provoke, and the impact this has. Use soundtracks from films or musicals that explore LGBTQ+ issues.
- 2 Introduce LGBTQ+ composers and musicians:** Study the lives and music of LGBTQ+ composers and musicians from different eras and parts of the world. Explore how they represent love, gender and identity in their music and lyrics. You could include Tchaikovsky, Ivor Novello, Ethel Smyth, Benjamin Britten, Brian Molko, Laura Jane Grace, Frank Ocean, Ani DiFranco, Kele Okereke or Olly Alexander.
- 3 Examine the context that music is created in:** Explore how different genres of music have been informed by culture and tradition, particularly in relation to gender and sexual orientation. Consider how music has developed to reflect changing attitudes to sexual orientation and gender identity.
- 4 Discuss the role of music in society:** Ask pupils to explore how they are influenced by the music they listen to. Examine how music has been used to generate social change, including LGBTQ+ equality, and discuss whether musicians have a responsibility to be role models and create positive change.
- 5 Explore music, gender and identity:** Ask pupils to think of songs that have been performed by people of a different gender to the person who first performed it, and the effect this might have. Discuss musicians and performers who fulfil or challenge stereotypes about what it is to be 'male' or 'female'. Study pieces of musical theatre that depict stories with LGBTQ+ themes and characters who challenge gender stereotypes.



## MUSIC LESSON IDEA

### Same Love – Hip-hop music

This lesson focuses on musical devices used in hip-hop music. It looks at *Same Love* by Macklemore and Ryan Lewis feat. Mary Lambert. This song addresses LGBTQ+ equality, as well as challenging homophobia.

#### Starter activity

Ask pupils: *What hip-hop music do you know? Which songs and artists do you like? Why? What does hip-hop music sound like?* Encourage pupils to start identifying key elements, even if they don't know the relevant terms.

Introduce the origins and cultural context of hip-hop music. Then explain some of the key elements of hip-hop music. For example, hip-hop typically focuses on rhythm more than rhyme and melody.

Share the following common musical devices and play some examples from different tracks: rapping, sampling, programmed beats, turntabling, DJing.

#### Main activity

Listen to *Same Love* and ask pupils to think about the musical devices of hip-hop. When they hear a musical device used they should put up their hand (if someone else has already identified it, they needn't do it again). Other pupils should stand up if they agree. This activity can be done in teams, or you can use more than one song.

#### Discussion

Listen to *Same Love* again and direct pupils to focus on the lyrics.

*What are the key messages of the song? Ask pupils who they think is singing. Are the messages from the male voice and the female voice the same? What effect does it have that Macklemore isn't gay?*

Provide a lyric sheet and look at them in more detail. For example: *'Bunch of stereotypes all in my head' and 'I might not be the same, but that's not important, No freedom 'til we're equal, damn right I support it'.*

Teach all pupils to sing the chorus from *Same Love*. Invite pupils to play the chorus melody on a piano/keyboard/xylophone or other available instruments. Ask others to play the chord sequence in the chorus.

Split the remaining pupils into four groups and ask them to write their own verse, following the same rhythm as Macklemore. The lyrics should be based on the theme of promoting equality. Remind pupils that their lyrics must fit in with the chorus *'I can't change, even if I wanted to, even if I tried'.*

Bring all of the verses together at the end of the lesson so that each group sings their verse (or nominates an individual to do so). The whole class should sing the choruses.

#### Related activities

Discuss with pupils:

- *What role can music play in bringing people of different identities and from different backgrounds together?*
- *Can you think of any examples of projects in different areas that aim to achieve similar aims? For example, in sport or theatre?*
- *What is music participation in our school like? What kind of initiatives or activities could we run to bring different groups of people together in our school?*

# PE AND SPORTS STUDIES



Anti-LGBTQ+ abuse is still common in sport, and so action and support from schools is vital for changing attitudes. The PE curriculum offers an important opportunity to break down barriers to participation to make sure all pupils feel able to take part. By discussing LGBTQ+ inclusion in sport and profiling diverse sporting role models, you can encourage all young people to be advocates for sport that includes everyone.

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## KEY WAYS TO GO ABOUT IT



- 1 Discuss equality in sport:** Give pupils the opportunity to hold debates on sport and equality to get them thinking critically about different issues. Tie in debate topics with real-life events to make it more meaningful. For example: *'UK athletes should boycott the Olympics because they are taking place in a country in which the human rights of LGBTQ+ people are violated'*.
- 2 Make LGBTQ+ themes and sportspeople visible:** Order Stonewall's Rainbow Laces campaign materials for your school at [www.stonewall.org.uk/laces](http://www.stonewall.org.uk/laces) and hold a sports tournament during diversity week. Display Stonewall posters and get everyone wearing rainbow laces and speaking up about why it's important to challenge discrimination in sport.
- 3 Challenge discrimination in sports:** Always challenge anti-LGBTQ+ language, bullying or banter, and work with pupils to create a set of values that includes respect for everyone. Discuss discrimination and bullying, including homophobia, biphobia and transphobia, both in relation to your school and the principles of sport more generally.
- 4 Celebrate LGBTQ+ sports role models:** Introduce pupils to a diverse range of sports role models, including those who are LGBTQ+. Discuss what makes them role models, and ask pupils to choose their own sportsperson who inspires them and explain why.
- 5 Challenge stereotypes:** Explore the assumptions that pupils may have about who can take part in which sports. Ensure all young people feel able to participate in the sports of their choice without fear of bullying, and offer mixed teams and exercises.

### STONEWALL'S RAINBOW LACES CAMPAIGN

Stonewall has produced a toolkit for schools, clubs and community organisations on how to tackle homophobia, biphobia and transphobia and create inclusive sports environments for everyone. Download it at [www.stonewall.org.uk/laces](http://www.stonewall.org.uk/laces)



# PE AND SPORTS STUDIES LESSON IDEA

## Starter activity

### Make sport everyone's game

While progress has been made, anti-LGBTQ+ abuse is still common in sport. Stonewall is one of a number of organisations working together to make sport everyone's game.

Share the following statistics with pupils:

- **Nearly three in four** football fans (72 per cent) have heard homophobic abuse on the stands at a match, and one in five 18-24 year olds (20 per cent) say they would be embarrassed if their favourite player came out as LGBTQ+ (Stonewall & ICM, 2016)
- **More than half** of LGBTQ+ pupils (54 per cent) 'frequently' or 'often' hear homophobic, biphobic and transphobic language in sports lessons at school (Stonewall, 2017)

Ask pupils:

- *What impact might hearing this abuse and language have on LGBTQ+ players and fans?*
- *Why is it important that sport includes everyone?*

## Discussion

Introduce pupils to **Rainbow Laces**, Stonewall's campaign to change attitudes towards LGBTQ+ people in sport.

Watch the *Make Sport Everyone's Game* video on Stonewall's Rainbow Laces campaign page: [www.stonewall.org.uk/laces](http://www.stonewall.org.uk/laces). Ask pupils to discuss in groups:

- The steps they might take if they heard the kind of hurtful anti-LGBTQ+ language described by the sportspeople and fans
  - The role of non-LGBTQ+ people in influencing change to make sport everyone's game
  - Their thoughts on the Rainbow Laces campaign
  - How the school could use the Rainbow Laces campaign to promote inclusive sport, with three key recommendations for what the school can do
- Ask each group to present what they have discussed to the class. Following this, as a class decide on three key things everyone can do to promote inclusive sport in the school.

## Activity

Show pupils this quote from the introduction to the Football Association's (FA) guidance for football on ways to include trans people:

*'Our national game welcomes everyone in the nation to take part. That can be as a player, coach, referee, official, volunteer or spectator. Age, religion, race, gender, ability/disability or sexual orientation – it really doesn't matter.'* Martin Glenn, CEO, The FA

Ask pupils:

- *What signal does it send to LGBTQ+ players and others?*
- *What signal does it send to other sports bodies?*

Ask pupils to write their own statement of inclusion in sport in school. These can form part of a wall display, alongside pictures of diverse sports role models.

# RELIGIOUS EDUCATION



Religious education (RE) gives pupils the chance to develop respect and understanding for people from different backgrounds and cultures. However, when it comes to talking about LGBTQ+ people in this context, staff may not feel as confident. While this is a sensitive area, there are significant opportunities for respectful discussions that include LGBTQ+ themes in a positive way. Like in any RE lesson, the key is to be clear about respecting others, challenge perspectives generally rather than personally, and discuss topics in a balanced way.

RE lessons provide the chance to explore the diversity of attitudes towards LGBTQ+ people and topics that exist across and within different religions. LGBTQ+ people exist in every faith, and a growing number of LGBTQ+ people and allies are working to create cultures of acceptance and inclusion in their communities. RE lessons provide a great opportunity to explore this.

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## KEY WAYS TO GO ABOUT IT



- 1 Profile LGBTQ+ people of faith:** Explain that a growing number of LGBTQ+ people of faith are being open about their LGBTQ+ identity in their faith communities. Ask pupils to explore how LGBTQ+ people of faith have spoken about being LGBTQ+ and religious, for example by using Stonewall's LGBTQ+ History Month faith role model posters or *Christian Role Models for LGBT Equality* booklet, or by inviting a Stonewall School Role Model of faith to speak to pupils.
- 2 Analyse different religious views towards family, marriage and relationships:** Look at religious texts and the different ways they can be interpreted and discussed with regards to family, marriage and relationships. Ensure that a balance of views is presented to highlight the theological diversity that exists relating to sexual orientation and gender identity in faith communities.
- 3 Highlight messages of love and respect:** Offset the view that religion is opposed to LGBTQ+ equality by showing pupils that all religions contain messages of love, respect, understanding and compassion. Present pupils with these messages in texts from different religions, and ask them to identify themes they have in common – for example, loving your neighbour and not judging other people.
- 4 Explore the work of people campaigning for LGBTQ+ equality in faith communities:** Explain that a growing number of LGBTQ+ people, allies and groups are working to foster a culture of acceptance and inclusion in their faith communities. Ask pupils to analyse quotes from religious leaders that call for the equality of LGBTQ+ people, among other groups, and assess how and why attitudes towards LGBTQ+ people in faith communities have changed in recent years.
- 5 Include LGBTQ+ people in teaching on discrimination, prejudice and equality:** Explore different religious views about prejudice and equality in relation to LGBTQ+ people, alongside other forms of prejudice, as part of lessons on discrimination. Dispel any common misconceptions about LGBT people – for example that LGBTQ+ people cannot be part of a faith community, or that LGBTQ+ people don't have families or children.



# RELIGIOUS EDUCATION LESSON IDEA

## Starter activity

Put the following quote on the board and ask for pupils' responses:

*'It's a constant source of deep sadness that people are persecuted for their sexuality. I want to take this opportunity personally to say how sorry I am for the hurt and pain, in the past and present, that the Church has caused and the love that we at times completely failed to show, and still do, in many parts of the world including in this country'* Justin Welby, Archbishop of Canterbury

Ask pupils:

How have the views of groups within faith communities changed towards LGBTQ+ people in recent years? What has prompted this change?

## Main activity

A growing number of LGBTQ+ people in faith communities are dispelling the myth that you can't be LGBTQ+ and religious. Hand out Stonewall's LGBTQ+ History Month faith posters and stories, available at: [www.stonewall.org.uk/get-involved/get-involved-education/LGBT-history-month-2016](http://www.stonewall.org.uk/get-involved/get-involved-education/LGBT-history-month-2016).

Give each group a different poster and ask them to present this to another group, focusing on:

- Who the person is – are they LGBTQ+ or an ally for LGBTQ+ equality?
- What they describe and what they say about their personal experiences
- One thing that surprised pupils about their stories
- One thing that pupils found inspiring
- How this person's story fits in with their perceptions about religion and LGBTQ+ identities, their understanding of religious texts and what they say about LGBTQ+ people

Bring pupils back together to discuss their presentations. Ask pupils to discuss:

- *Why do you think these people chose to share their stories publicly?*

Ask pupils to think about the individuals personally, as well as the impact their stories might have on others, including young people, religious communities and other LGBTQ+ people.

- *Why do you think organisations like Stonewall want to share these stories and amplify the voices of LGBTQ+ people of faith?*

## Group task

Explain that there are lots of groups and organisations working in the UK and internationally to promote LGBTQ+ inclusion within specific faith communities. For example:

LGBTI Mission – a group working towards the full acceptance and affirmation of LGBTI people in the Church of England. [www.lgbtmission.org.uk](http://www.lgbtmission.org.uk)

Keshet – a group campaigning for the full inclusion of LGBTQ+ Jews in Jewish life. [www.keshet.org.uk](http://www.keshet.org.uk) Imaan – a peer support group for LGBTQ+ Muslim people, their families and friends. [www.imaan.org.uk](http://www.imaan.org.uk)

Global Interfaith Network – a group of LGBTI people of different faiths from all over the world working together to campaign for the decriminalisation of LGBTI identities around the world. [www.gin-ssogie.org](http://www.gin-ssogie.org)

Provide pupils with information about the groups and organisations. Ask pupils to create a short factsheet detailing who these groups are, what their objective is, what they do and the resources they have available. Ask pupils to share what they think is positive about the work of the organisation.

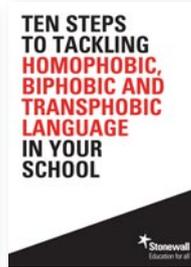


# STONEWALL RESOURCES

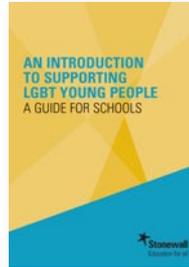
Stonewall has a wide range of toolkits, best practice guides and resources for teachers, LGBTQ+ young people and their families. These are available online at [www.stonewall.org.uk/educationresources](http://www.stonewall.org.uk/educationresources)



**School Report (2017)**  
Research into the experiences of lesbian, gay, bi and trans young people in Britain's schools



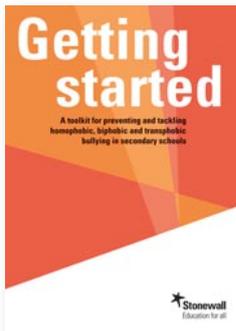
**Ten Steps to Tackling Homophobic, Biphobic and Transphobic Language and Language** – practical steps for school staff to create an effective strategy



**An Introduction to Supporting LGBTQ+ Young People** This guide provides an overview of some of the key ways schools staff can support their LGBTQ+ students



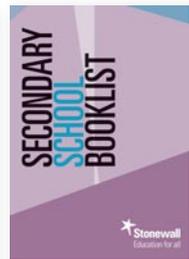
Other Stonewall Education Guides – *Staying safe online*, *Working with faith communities* and *Including different families*



**Getting Started Toolkit** This toolkit sets out 5 key steps for preventing and tackling homophobic, biphobic and transphobic bullying in primary schools



**Setting up an LGBTQ+ youth group** An online guide providing the tools to set up and run an LGBTQ+ youth group



**Secondary School Booklist** A list of inclusive and age-appropriate books to fill your school library or shelves at home with



No Bystanders pledge card. To join the campaign visit [www.nobystanders.org.uk](http://www.nobystanders.org.uk)



**Gay. Let's get the meaning straight**  
Posters to help challenge the use of homophobic language



Some people are lesbian/gay/bi/trans, get over it! posters, postcards and stickers



# GET IN TOUCH WITH STONEWALL

Not sure where to start? Do you have a lesson plan you'd like to share? Would you like to tell us what worked well, or what didn't? Please get in touch with us to share your experience and tell us what you think about our materials.

If you have any questions or would like to speak to Stonewall's education staff, please email [education@stonewall.org.uk](mailto:education@stonewall.org.uk).

For more information about Stonewall's work with schools, colleges and children and young people's services, please visit our website: [www.stonewall.org.uk/schools-colleges](http://www.stonewall.org.uk/schools-colleges)

## SIGNPOSTING AND INFORMATION

Visit The Proud Trust's directory of LGBTQ+ youth groups:

[www.theproudtrust.org/people-like-me/meet-people-like-me/](http://www.theproudtrust.org/people-like-me/meet-people-like-me/)

For help or guidance on any issue affecting LGBTQ+ people, contact **Stonewall's Information Service:**

By phone: **08000 50 20 20**

By email: [info@stonewall.org.uk](mailto:info@stonewall.org.uk)

Online: [www.stonewall.org.uk/info](http://www.stonewall.org.uk/info)