

### Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Adapt this lesson to reflect the Teacher helpsheet O: Sexual identity and understanding of the class and if appropriate to use scenarios taken from school incident recording.
- Ensure you as teacher are confident in using the language discussed in this lesson through training or reading of reliable sources. Some of this language is contested and so the whole school needs to be confident in its approach.



### Resources required

- Worksheets V(i) and V(ii): Identity and prejudice.
- Definition matching cards. These are based on those produced by Stonewall - [https://www.stonewall.org.uk/help-advice/glossary-terms\\*](https://www.stonewall.org.uk/help-advice/glossary-terms*)



### Aim of lesson

- To develop pupil understanding of key terms related to sexual orientation and gender identity and the unacceptability of prejudice.



### Learning outcomes

- I understand what key terms related to sexual orientation and gender identity.
- I can define what sexual orientation and gender identity mean.
- I can identify things that shape our personal identity.
- I can explain what prejudice means.



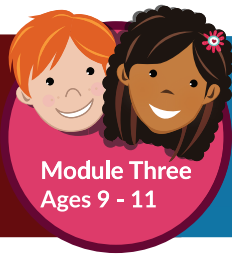
### Key questions

- Who am I?
- What do we mean by sexual orientation?
- What do we mean by gender identity?



### Differentiation

- Reduce or increase the number of matching cards to suit the literacy needs of pupils in the class.



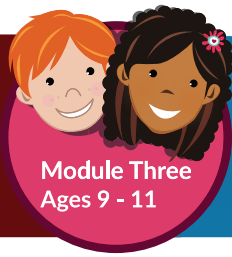
## Introduction to lesson and baseline assessment

1. Remind the group of their *ground rules* and about treating each other with respect.
2. Write each of the following words onto one piece of flip chart.
  - a. Identity.
  - b. Sexual orientation.
  - c. Prejudice.
  - d. Equality.
  - e. Discrimination.
3. Display these 'graffiti sheets' around the room. Pupils to move around and write a comment showing their understanding of each of the words on the sheets. This will give a broad overview of the class's knowledge and understanding of these terms; adjust the lesson accordingly based on the responses. Put these to one side to be revisited at the end of next lesson. This activity can be used to assess understanding at the beginning of the lesson and to inform planning.



## Activities

4. Download worksheet V(i) which has a big circle with Me written in the centre. Or give each pupil a piece of paper and ask them to write Me in the middle of this piece of paper, and then to draw and write all the different parts of themselves that make up who they are, which make up their identity. Encourage pupils to think of likes, dislikes, skin colour, religion, gender. The roles they have like sister, friend, brother. Ask pupils to move around the room and find someone with something similar and someone with a difference or something different on their list. Pupils do not have to show their full list to others, just use it to identify similarities and differences to others.
5. When the criteria have been decided, ask the class members to come up and move them into the groups discussed or identified through the activity. Be aware that some children may be in more than one group or not in any group. Those in more than one group can choose the group to go to and those not in a group can join together and find a similarity, such as age, that they can reflect. Then ask the groups to reflect on what it would feel like if a class of children told them that:
  - a. those with blond hair would not be having a lunch break;
  - b. those with brown eyes would not be allowed on the residential;
  - c. if you insulted those without glasses and told them they were stupid;
  - d. those without glasses could not read a book in the library.
6. Feedback and discuss feelings of unfairness, bullying, prejudice. Explain prejudice means pre-judging someone and how it is particularly hard when it is based on prejudice related to something we can't change. Reference any lessons you have previously delivered on racism, disablism, sexism or other forms of prejudice. Pupils may talk about homophobia and transphobia at this point.
7. Introduce the idea or build on the idea that some people are treated badly because of their sexual orientation or gender identity.



### Activities Continued

8. Distribute to groups sets of matching cards related to sexual orientation and gender identity and ask pupils to match the word to the definition. *Gay, lesbian, bisexual, trans person, cisgender person, sexual orientation, gender identity, transphobia, biphobia, homophobia*. The numbers of words can be reduced to meet the needs of the class or increased using the Stonewall glossary linked to above.
9. Reinforce that in our school everyone has the right to feel safe and that it is unacceptable to be unkind or prejudiced about another group. Remind pupils that they should report any homophobia, transphobia, racism, sexism or disability to an adult in the school community.



### Plenary

- Individual reflection.
- Invite pupils to return to their 'Me' worksheets. Ask pupils to think how they would feel if someone is unkind about something that is part of who they are. Finally, remind pupils that although everyone is growing and changing, they are unique and can be proud of who they are. Can they identify one thing about themselves that they are proud of? For example; being from a mixed heritage background; being a Muslim, being a hard worker, being a good friend.
- Give pupils the opportunity to add any questions to the question box for next lesson.



### Embedding learning

- Develop a 'Proud to me' display.
- Display positive messages about difference including posters from Stonewall.



### Additional resources to support learning

- More lesson ideas about gender diversity and sexual orientation can be found on the Stonewall website.\*
- <https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0>\*

\* FPA referral does not mean external resources and links are approved by the PSHE Association.